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An examination of the relationship between teachers' beliefs in ESL education and their teaching and assessment practices in their classrooms

Hung Yi Cho
University of Wollongong

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AN EXAMINATION OF THE RELATIONSHIP
BETWEEN TEACHERS' BELIEFS IN ESL
EDUCATION AND THEIR TEACHING AND ASSESSMENT
PRACTICES IN THEIR CLASSROOMS

A thesis submitted in partial fulfilment
of the requirements for the
award of the degree

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Mike CHO HUNG YI

B.A (JOURNALISM)

M. Stud. Ed. (Wollongong)

School of Learning Studies

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762398

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Glossary

Assessment practices: A set of problem – solving processes that are used to assess learners progress. In this study, they are the means of systematically collecting and analysing information for making instructional decisions in on-going activities of the classroom lesson.

ESL: English as a second language is English used by people whose first language is not English and are situated in an environment where English is the official language.

Evaluation: The process of using assessment information for appraising the academic level of the learners.

Teacher's beliefs: The whole psychological theoretical framework about teaching/learning which are stored inside a teacher's head and determine what the teacher does in the classroom.

Teaching practices: Procedures and strategies undertaken by the teachers in accordance with their beliefs about learning and teaching. These form the classroom program. They deal with planning, decisions making and assessment practices which operate during the pre- and inter-active phases.

Team teaching: To enable the ESL learners to stay with their peers the ESL teacher helps them with written work in the mainstream classroom with the class teacher.

Withdrawal classes: A small group of ESL students are withdrawn from the mainstream classroom for more personalized teaching in another classroom.

ABSTRACT

This research study set out to examine the relationship between teacher beliefs and teaching practices and assessment practices in English as a second language (ESL) education.

Two teachers, one from primary level and one from secondary level, were selected for a naturalistic study which focussed on:

- 1) what factor(s) influence teachers' beliefs; and
- 2) the links between teacher beliefs and practices to ESL education which contribute to the second language development of the ESL learners within the classroom situation.

The study illuminates the importance of articulation of the theories of the first and the second language acquisition and teachers' confidence in what they do and why they do. It further demonstrates that the nature of this relationship is linked to the degree of congruence within the teachers' beliefs as well as the degree of congruence between teachers' beliefs and their teaching and assessment practices. Also, the results of this project indicate that teachers' beliefs do influence their teaching and assessment practices, and are determined by four external factors; these are: the learners' responses; school programs; teaching experience and professional development courses. In addition, this project was found to be a worthwhile professional development activity for both the researcher and the teachers.

The recommendations from this study have highlighted the significance of video tape recording as the necessary data collection tool for the examination of belief systems

CHAPTER 1

INTRODUCTION

Aim of this study

There has been a mass of literature which agrees that teachers' teaching and assessment practices are driven by their beliefs about language learning. (Cambourne 1988; Barnes 1975; Koenigs, Fiedler and DeCharms 1977)

Teachers' beliefs affect lesson content, teaching style, the motivation of the class, the resources to use, judgements of the capacities of individual children, determination of their needs and evaluation of their achievements. In short, most of the activities of the individual classroom are a consequence of the beliefs of the individual teacher. So, the beliefs of the teachers have vital consequences for the success or failure of the children's academic attainment. Cambourne (1988 p 17) claims, "What teachers actually do when engaged in the act of teaching is motivated by what they believe about learners and what they believe about the processes which underlie learning Teachers plan the lessons they give, buy the materials they use, allocate the time they have, say the things they say, treat children the way they do, evaluate the way they evaluate, reward and punish the way they do, and so on, because of what they believe about the way learning occurs and how it can be brought about."

An aim of this research project is to examine the relationship between the beliefs of teachers of English as a second language and their teaching and assessment practices. The questions this study will address are:

- 1) What factor(s) influence the beliefs of ESL teachers and their teaching and the assessment practices;
- 2) What is the nature of the relationship between teacher beliefs and their practices.

Background of study

This study developed for the following reasons:

Intrinsic factor

This research study has grown out of the reading of an article written by Harvey, Prather, White and Hoffmeister (1968) called "Teachers' Beliefs, Classroom Atmosphere and Student Behaviour." The major point that the writers continued to reinforce is that teachers' beliefs determine the general tone or atmosphere of the classroom, and that these in turn affect the children in significant ways. Thus, the more concrete beliefs would display "less resourcefulness, more dictatorialness and more punitiveness." On the other hand, the greater abstractness, greater resourcefulness, less dictatorialness and less punitiveness; and that would be

associated with more educationally preferable performances of the children. (1968, p 152)

Till recently, it would be fair to say that there have been two different ends of the continuum in teaching ESL, at one end would be structured skills based and at the other would be naturalistic. This research was not going to prove which method was the best way to teach English as a second language, but it will argue that second language teachers, in particular need to thoroughly understand their beliefs before they teach.

Only the teacher can provide the content and create the conditions for successful second language learning. Teachers' beliefs determine the general attitude and atmosphere of the classroom that influence learners' overt behaviour upon the learning. "Only the teacher who is thoroughly sure of the role to be filled, and of the concomitant learner's role, will risk departure from the security of traditional textbook-oriented learning." (Richards, 1985, p 24)

It is the belief of the researcher that learners' academic attainment is influenced by the teachers' beliefs. Specifically, teachers' didactic practices stem from their beliefs about second language learning. Learners' expectations stem from their learning and academic attainment which is mainly directed by teachers' behaviours.

Diagrammatically, the relationship between the teachers' beliefs and the pupils' academic achievement may roughly be visualized as follows:



Diagram1.1: The relationship between the teachers' beliefs and the pupils' academic achievement.

Extrinsic factor

Over the last two decades or so, the study of second language learning and teachers' beliefs and their practices has become a vital area of research. This trend has been concurrent with, and influenced by, the new conceptions which teachers view the teaching of language to both native and non-native speakers of English. Scientific periodicals, research reports and textbooks have appeared in increasing quantities, but there has been nothing done specifically on the nature of the relationship between the ESL teachers' beliefs and their teaching and assessment practices.

Rationale

The reasons why the researcher believes this study to be a worthwhile research to do are as follows:

Firstly, no studies have been found on the nature of the relationship between ESL teachers' beliefs and their teaching and assessment practices.

Compared with research perspectives on ESL teaching and learning, the teachers' beliefs perspectives are still relatively unexplored leading to a paucity of information. This has accentuated the need for such an illumination as this study.

Despite the intensity of previous research on teachers' beliefs and practices, these have reflected one stance only, the knowledge gained has not yet influenced the second language teaching profession or the language classroom very much.

Thus, the researcher felt that there was a need to do such research.

Secondly, its timeliness. In recent years, a steadily growing number of studies have been devoted to the questions on how teachers function within the complex field of second language teaching-learning situations. (Chaudron 1988; Richards and Rodgers 1986) This research study is a necessary repercussion for the current trend.

Thirdly, there is a need to know the nature of such relationship if pedagogues and second language theorists are going to assist ESL teachers to become more effective teachers and therefore help children become more proficient in learning English as a second language.

Theoretical assumptions guiding the study

The presuppositions which underpin this study are as follows:

- Second language learners learning a second language is parallel to learning a first.
- Talking, listening, reading and writing are interwoven. Development in one form of language arts assists development in the others.



Diagram 1.2: Linguistic Data Pool

(Harste, Woodward & Burke 1984, p 210)

- Second language learning is complex and multi-faceted. Second language learning should not be viewed simply as a matter of four communicative skills - listening, reading,

speaking and writing. Success is to be judged by the degree to which the second language learner can grasp the meaning of what is said or printed or convey the meaning of what he or she writes or says.

- Teachers dominate second language learning. That is, if teachers devote large amounts of time in explaining and/or communicating with their students, learners have more opportunity to produce the target language. On the contrary, if teachers spend more time in drill or drill-like questioning, learners will have less opportunity to evaluate input or produce creative language.
- Teachers are knowing beings, and that the knowledge they possess has important consequences for how behaviour or actions are interpreted.
- The knowledge teachers possess forms a system of beliefs and attitudes which direct their perceptions and behaviours.
- Teachers make decisions about instruction in light of the theory or assumptions they hold about ESL teaching.
- Teachers' beliefs establish expectancies and influence goals, procedures, materials and classroom interaction patterns.

- Teachers' behaviours, verbal and non-verbal, influence students' behaviours.
- The role of teacher needs to be a facilitator, whose energies are aimed on the development of communicative competence, that is, promoting learners to be effective speakers, listeners, readers and writers.
- By providing a classroom with the right conditions, ESL learners should have a favourable environment for learning to speak English and for developing target language skills. Teachers' beliefs towards second language learning and their expectations of the children's success are an important influence on the learners' progress. If the teachers perceive children favourably and expect them to do well, the children generally do so. On the contrary, if the teachers perceive students unfavourably or categorise them as members of a social or ethnic group with poor school record of achievement, then it is likely that the children will fail to make good progress. Walshe (1981) states, "teachers' expectations appear to affect students in two different ways: where teachers have high expectations of a student, that student seems to perform well and reaps the rewards, including those related to the development of the healthy self concept and high self esteem that accrue successful performances; but where teachers have low expectations of a student, that student seems to perform poorly and develop a poor self concept and low self esteem."

- A second language is learnt by using it – and this means using it in situations communicatively.

Locus of the study

This study was conducted at two schools which were located in the South Coast area. The majority of the population in this area are semi-skilled workers.

The following will describe each school and teacher in detail.

High school

Mrs H has taught English as a second language for eight years. She received her B.Ed. (Primary) degree and at present, she is enrolled in a Master of Education at the local University. She taught in a government public high school. For the academic year in which the data were collected, the total student population of year seven to year twelve was approximately one thousand.

The predominant language and cultural group are from Australian and English speaking backgrounds making up 80% of the school population, with 20% of children from non English speaking backgrounds.

Class plan

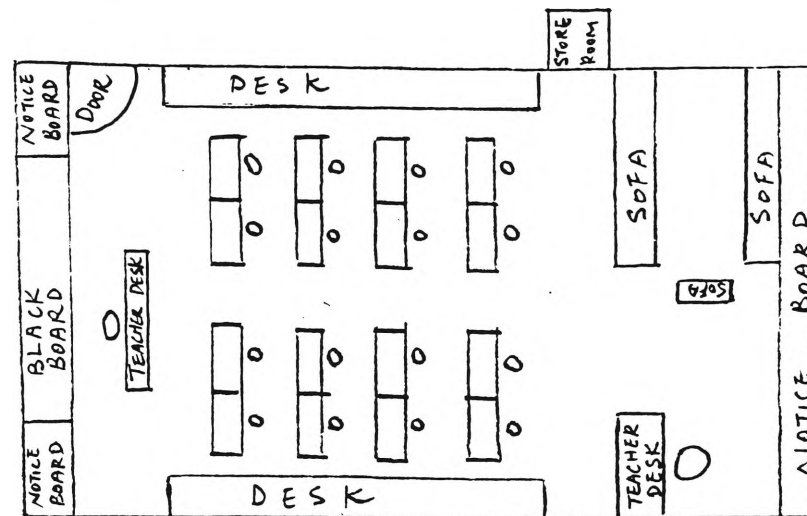


Diagram 1.3: The class plan of Mrs H

The teacher organizes her classroom quite traditionally, the desks are in the two straight rows. It has not got any environmental prints nor children's work products or charts around the classroom.

Primary school

Mrs G taught English as a second language for fourteen years. She received her Teaching Diploma and attended two professional development courses while she was teaching.

She taught in a public primary school which was classified by the NSW Department of Education as a Disadvantaged School because of the large proportion of children coming from non English speaking backgrounds and single parent families.

For the academic year in which the data were collected, the total student population of kindergarten to year six was

approximately three hundred. About fifty four pupils need individual help.

Class Plan

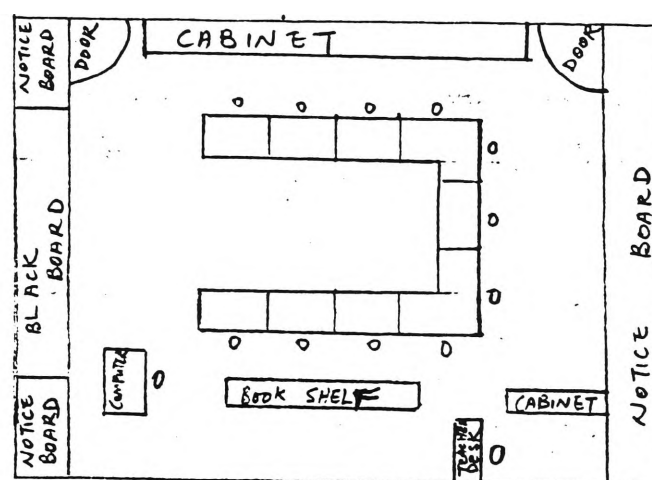


Diagram 1.4: The class plan of Mrs G

The classroom is flooded with the environmental print and children's work products which immerse children into the written world. Books are displayed along the blackboard and the bookshelf.

The reading corner is at the left side of the classroom. A heap of picture books; song books are piled on the bookshelves.

Overview of the study

This study set out to examine the relationship between the beliefs of teachers of English as a second language and their teaching and assessment practices, by using naturalistic data collected through participant observations and interviews.

This research is organized into four chapters. In the chapters that follow, the reader can expect to find:

Chapter 2: Review of Related Literature

This part covers a wide range of reading on teaching and learning a language as well as a second language. It involves the historical review of ESL assessment and second language teaching. In the last part of this chapter, the researcher suggests a model on the nature of the relationship between teachers' beliefs and their teaching and assessment practices.

Chapter 3: Methodology

This chapter gives details of how this research project was organized and conducted which includes data collection and analysis. The choice of participants will be discussed as well.

Chapter 4: Data Collection and Analysis

In this chapter, the case study of teachers' data were analysed in terms of qualitative approach. This information includes teachers' educational background, the structured and unstructured interviews and the observation field notes, and findings emerging from the data.

Chapter 5: Conclusions and Recommendations

This chapter presents a discussion of the findings of the study and conclusion and recommendation which can be drawn from these.

CHAPTER 2:

REVIEW OF RELATED LITERATURE

Introduction

Children learn their mother tongue by interacting with the others. They learn it not for its own sake but as a tool which helps to get things done. Recently, the second language educators, theorists and researchers have taken the stance that second language learning is learned in a similar way for similar purposes.

A basic assumption therefore of this research is that the process of learning a second language is parallel to the process of learning a first language. "Young children learn a second language in much the same way they learned their first language." (Department of Education, Wellington, 1988, p.5). Therefore it is important for ESL teachers to understand and know not only about the theories of second language acquisition but also about the first language acquisition.

In order to present a clear description of the related literature, this chapter will be presented in three sections. The first will describe how the children acquire a first language and will also deal with the development of literacy. The second section will describe how children

learn a second language within the classroom setting. This part also includes an historical overview of the second language assessment and teaching theories. The third section examines in detail the relationship between teachers' beliefs and their teaching practices.

First language acquisition

Innatist views versus behaviourist views:

Throughout the last few decades, there existed a traditional and formal approach to language learning. The general beliefs held at that time about the language learning was fragmented. These were the spoken, heard, read and written language and were expressed in either productive and receptive modes. (Murray, 1988, p.3).

Structural linguists freed to some extent the study of language from prescribed standards of correctness and from the traditional teaching of grammar which was held as a key standard of attainment of literacy. Skinner (Verbal Behaviourist, cited by Murray, 1988, p.4) accentuated this view of language learning theory based on conditioning as the structure for a curriculum centred on skills. The belief that children could be systematically taught basic skills, which became progressively more complex over time, repetition of correct form until mastery was attained and further subskills analysed and taught explicitly, was the

"linch-pin" of Skinner's theory of language learning. This view was also espoused by advocates of direct instruction.

The common ground of the behaviourists' theories were:

- 1) Children are born with a general learning potential which is part of their genetic inheritance.
- 2) Learning occurs entirely through the action of the environment shaping the individual's behaviour.
- 3) Behaviour is shaped through the reinforcement of particular responses emitted in the presence of particular stimuli.
- 4) In the shaping of very complex behaviour such as language, there is a progressive selection or narrowing of responses which are positively reinforced; although more simple and general responses receive positive reinforcement initially, such reinforcement is the later match the ultimate behavioural goal.

(Lindfors, 1980, p.100)

At a first glimpse the behaviourists' views were very credible. But through the efforts of researchers, scholars and educators, richer insights into the complexity of human language and the processes of language acquisition proffered. These insights have raised crucial questions that the behaviourists' views have difficulty answering.

Lindfors (1980) renders a summary of findings which the verbal behaviourists' views are unable to account for:

- 1) The species uniformity of language acquisition.
- 2) The species specificity of language acquisition.
- 3) The independence of language development from reinforcement for form.
- 4) Children's inferring of deep-level structure from an exposure to surface structure.
- 5) The relatively short period of time.
- 6) The earliness - the prelogical period of children's lives, during which they acquire so much of a complex linguistic system.

(Lindfors, 1980, p105)

Developmental research since 1960's revealed the different theories of language acquisition. The innatist views differ from the behaviourist position in two major ways:

- (1) The innatist theories redefined and gave increased importance to innate factors in language acquisition.

(2) The innatist theories interpret the role of environmental factors in language acquisition.

The representatives of Innatists are Chomsky and McNeill. They maintained that every child is born with universals of linguistic structure. That is, the child does not have to learn those features common to the structure of all human languages, for he is born with the skeletal framework of linguistic structure innately specified; the semantic, syntactic and phonological possibilities of human language are already present. (Lindfors, 1980, p.105).

Chomsky (1965) focused on the children's early grammar. The focus of his research was how children learnt the grammatical rules of oral language to make meaningful utterances without explicit knowledge of those rules. Halliday however, does not agree. Other researchers, Butler (1980); Halliday (1977); Painter (1985), Britton (1977); Meek (1984) and Lenneberg (1964) have considered and extended Noam Chomsky's (1957) contention that children managed the rules of language very capably and to some extent from an inborn predisposition to arrive at these rules inductively, from experience of language.

It is important to note that the innatist views of language acquisition provide ample influences towards the field of language learning. The psycholinguistic and whole language theories, have grown out the underlying principles of innatist views.

Language Acquisition: Developmental Sequence

As with some other important areas of children's development (physical, cognitive), it is possible to describe a general sequence of language acquisition stages virtually all children go through in a given order.

After the children are born, they are well equipped to participate actively in interaction. They distinguish people and things; they respond distinctively to eye contact; they respond to adult smiles and vocalisations by increasing their own smiling and vocalising; they follow another's line of regard, enabling them to attend jointly with another. (Bruner, 1975, p.8).

From the moment the babies first open their eyes, their parents and/or siblings have an enormous effect by surrounding them in the spoken word during their developmental years. Nivick and Waters (1977 cited by Boomer, 1980) regard the adult to be "an important bridge of misunderstandings, promotor of compromise and giver of rulings." (Boomer, 1980, p.23)

"Talk surrounds them from the moment they are born... Through being immersed in the talk that accompanies the daily routines of their family, they begin to build up a system of meanings... Gradually, as routines are established in which children can anticipate what may happen next, they begin to initiate communication with

adults. Naturally the adults respond, and so language develops."

(Parkes, 1986, p.9)

Learning to talk is an intellectual achievement. Speech grows out of the children themselves in as natural a way as learning to walk. The children speak, or are classified as abnormal if they do not. Children do not need to practise language to learn it in the sense that one must practise playing the piano or sewing. O'Donnell (1974) believes that "learning how to talk and how to understand the talk of others is a natural process, requiring little deliberate effort on the part of the learner, and little, if any, deliberate guidance on the part of an instructor." (p.116).

In recent years, early childhood educators (Cambourne, 1988; Parkes, 1986; Christie, 1985, 1986; Goodman, K & Goodman, Y, 1985) have pursued a new avenue of thought that learning written language need not be different from learning oral language. The children are immersed in the world of print. They see goods labels, bill boards and people filling in forms and leaving messages. As they see written language used in everyday situation and in meaningful contexts, they learn about its purposes and visual features that characterise print.

Children who learn to read and write before going to school, do not do so simply by observing others engaged in literacy

events. In an important sense, the children's literacy environment does not have an independent existence; it is constructed in the interactions between the children and those persons around them. A number of recent studies (Harste, Burke and Woodward, 1984; Goodman, Y & Altwerger, B, 1981) support the view that written language learning is an interactive process, and that by being part of a literate society with the opportunity to encounter written language in a variety of forms, children will learn to write and to read through engaging in writing and reading events.

The home and social environment provide the opportunity for children to observe written language functioning in the everyday activities which surround them and the opportunities to participate in activities where reading and writing are involved.

"It is natural to learn language if the opportunity is available in the form of participation in activity or social context of situation. Language will not be well learned, however, where the relevant opportunity is not provided." (Christie, 1984, p.61)

The dynamics of learning to read and write naturally include both interactive events with parents or literate siblings where there is a gradual transfer from the interpsychological to the intrapsychological and simultaneous independent investigation of, and practice with written language by the children.

Learning to read and write naturally begins when parents read to very young children and allow them to handle books. At that moment, they begin to develop the spatial relationship of words, directionality and written conventions. This is the beginning of their knowledge of the written language. As they have greater experience with written language, children begin to know that print is the communication device.

At the same time children produce language, they play with pencils, crayons, pens and paper. In their play, they create writing. They draw pictures, scribbles, writing symbols looking like letters; but this writing - like behaviour is a serious expression of meaning for the beginning writer. Ferreiro (1980) has suggested that through children's early writing, children gradually uncover the nature of the relationship between oral messages and graphic symbols.

By the time the children are five years of age and begin their schooling, they have already absorbed a large amount of words, fact for fact, perhaps more than they will learn in the rest of their lives.

"Before the fourth birthday this (vocabulary) number may go up to 1000 words..... By the end of the fourth year, the typical child is capable of uttering a wide variety of well formed sentences, using extremely complex grammatical rules."

(Roy C. O'Donnell, 1974, p.115)

Children's syntactic and semantic growth develops rapidly during the elementary school years. When they enter school, children typically have an impressive command of the structure and also able to express themselves in ways that others understand and are able to understand what others say to them.

The work of Cambourne (1984, 1987, 1988) demonstrates that the following conditions facilitate children learning, reading and writing in the classroom:

Table 2.1: How Conditions of Learning manifested in the classroom

(Cambourne, B. & Turbill, J. 1987 p.7)

CONDITIONS	HOW MANIFESTED IN THE CLASSROOM
Immersion in written medium	Print displays around room: labels, charts, books, dictated stories. Rooms can vary from high to low immersion.
Demonstration of how print medium is used	Reading print displays, choral reading, discussion of print and graphophonic conventions in context. Teacher demonstrations of how reading and writing are done. Regular opportunities to use print and see it being used. This condition can vary from many to few, and from functional to non-functional demonstration.
Expectations 'given off' by teacher to class	Positive/negative expectations which teachers hold and communicate (both implicitly and explicitly) to children and which affect their learning.
Responsibility for own learning	Degree to which the child is permitted to decide what will be written, when it will be written, what will be learned (from the demonstrations) and what will be ignored: e.g. which spelling convention will be mastered. This can vary from high to low.
Approximation: franchise to 'have a go'	Degree to which the child is allowed to approximate the adult model; degree to which emphasis is on error avoidance or error reduction. This can vary from high to low.
Practice: employing the developing skill	Degree to which opportunities to engage in writing-learning are made available. This can vary from high to low.
Engagement with the demonstrations made available	Degree to which the learner engages with print and the demonstrations being offered about how print works. This can vary from high to low, depending on the needs of the learner and the relevance of the print material and demonstrations to the learner.
Response: mutual exchanges between experts and novices	The type of response and the degree to which it is meaning-centred, non-threatening, functional, and relevant to the child's needs.

Children need opportunities to talk, to practise and to employ. These opportunities bring chances to develop them to be successful literacy learners. They need these opportunities even at the occasional risks of losing quiet and order in the classroom. Children can only learn to be effective literacy users through practice and employment.

Besides, children need a supportive, non-threatening environment to develop their literacy competencies. No one expects children to be perfect in the first time. Their attempts are met with encouragement to try again. They learn because children are supported by the encouragement and positive feedback during repeated opportunities to "have a go".

In a whole language classroom, the children are immersed in the functional written medium. The classroom is flooded with labels, charts, story books and dictated rhymes. Teachers, children and environmental prints demonstrate how to use the written language, the children receive expectations at the same time. Teachers, family and literate siblings all expect they will become literate. And the children take responsibility for their learning, exploring their insights.

Cambourne (1987) states "when all these conditions begin to operate in concert a very special learning setting is created. It is a learning setting in which learners will readily and willingly engage, for extended periods of time,

with complex tasks which they seem to enjoy, and to which they willingly return again and again." (p.12).

Literacy learning is easy when it is relevant, has purpose and meaning, and is interesting, whole, sensible, real and natural. The children can reason about the need to learn, if not, it becomes more tedious and difficult.

The picture that emerged in this section is that children learn language when they are actively interacting with people and things in a responsive environment. Several major themes have been stressed relating to the nature of learning when children acquire language:

- 1) The one who is acquiring the system of linguistic structure is a human born with innate potential.
- 2) The child is the active party in his own learning.
- 3) A meaningful environment which is compatible with the child's own way of learning.
- 4) Children interact with people and things in the environment, building hypotheses about language, gathering further data, testing hypotheses and refining them as they go.

Factors Influencing Second Language Acquisition

In this section, the focus will be on the input issue and learner's traits issue which are the major factors that contribute to second language learning as they acquire the target language.

Doubtlessly, spoken language is the medium by which much teaching takes place and one in which students demonstrate to teachers much of what they have learned. Schools and classrooms are the largest institution in which the second language learner participates and receives the comprehensible input. This kind of comprehensible input provides the learners with the blueprint of the target language.

It is easier to think of comprehensible input as enacting the important role in the second language acquisition. But researchers show students characteristics can greatly influence their ability to deal with the learning of a new language, whatever the circumstances.

Thus, second language learning is a two way process. It can be accomplished only when the learners are willing to play their necessary roles and the input is comprehensive enough. In such a case, the input plays an extrinsic factor and the characteristics of the learners are an intrinsic factor.

Input issues

"School could be a place where pupils enrich their resources, because it would be there that they encountered new verbal strategies and were inspired to more ambitious uses of language than those provided outside.

(Rosen, 1975, p.126)

Schools and classrooms can be ideal settings for language learning since they bring second language learners and native speakers together. The learners have endless opportunities to communicate with the native speakers. This interaction facilitates language learning. In order to learn the second language, ESL students must be exposed to it as it is used by people who know it well. It is in the process of trying to understand what the speakers are saying and in trying to communicate with them that the learners acquire the new language. The speech samples produced by the native speakers and/or teachers are the prototypes for the ESL learners. Through these prototypes, the learners gradually figure out how meaning is represented through the language and how it is used by speakers in communication.

Researchers (Snow & Ferguson, 1977; Hatch, 1978, 1983; Long & Sato, 1984) who have studied first and second language learning have observed that the speech that works

as comprehensible input can scaffold second language learning.

Hatch (1978) explains how a second language learner acquires the target language in the following way:

"In second language learning the basic assumption has been, if anything, stronger than it is in first language acquisition literature. It is assumed that one first learns how to manipulate structures, that one gradually builds up a repertoire of structures and then, somehow, learns how to put the structures to use in discourse. We would like to consider the possibility that just the reverse happens. One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed."(p.404)

Dulay and Burt (1973, 1974) and Hatch (1978, 1983) believe that acquiring second language occurs for children in the similar order of the first language learners. Hatch (1983) insists that "foreigner talk" like "motherese" which "promotes communication, establishes an effective bond" and "serve as an implicit teaching mode" (p.64) for the learners. In her words "the child learning his first language is spoken to in a very special, simplified language often called 'motherese'. A parallel phenomenon in second language is called 'foreigner talk'". (1980, p.33) Foreigner Talk is the term used to describe the kind of language used

by the native speakers to non-native speakers. It plays an important part in the natural acquisition of second language.

Hatch (1983) analyzed samples of learner and speaker discourse reported in studies of first and second language learning, and found that speakers make similar adjustments for both kinds of learners; they include a less rapid rate of speech, careful pronunciation, repetition, gestures, paraphrase and explanation and less involved syntax than what would normally occur in conversation between native speakers. Others have determined that this kind of speech is often produced interactively with learners influencing the level of adjustments in form and content that are chosen by speakers. (Cross 1977; Long 1981). Through their collaborative attempts to communicate, learners and speakers "negotiate" the form of messages until they are comprehensible to the learners. (Hatch, 1983).

Other aspects of foreigner talk, Hatch and other researchers (Hatch 1978, 1983; Duley & Burt 1974; Gaies 1983; Chaudron 1983) have observed include low MLU (mean length of utterance), less preverb modification, slower rate, longer pauses, WH questions being restated as yes/no or alternative questions, and use of tag questions. Hatch (1983) summarizes the benefits of these features:

"The low MLU found in language to learners means that there will be a few complex sentences, few subordinate clauses, few complimentizers, and so on. However, we

ought to remember that spontaneous conversation has few of these to begin with. The increased number of tag questions in motherese and foreigner talk can easily be accounted for by the need to check comprehension more frequently when the addressee is a learner. Tags also present the learner with possible answers. The limited use of pronouns is also easily explained. If we want to be sure we are understood, we will keep the referent in the foreground longer. Once we are sure the referent has been identified and can be kept in mind by the listener, it is easier to change to a pronoun form." (p.160).

According to some researchers 'comprehensibility' is a major determinant of whether or not language spoken to learners works as input (Krashen, 1985,1986; Long, 1981). Krashen (1980) has argued that linguistic development takes place when learners manage to understand input containing structures that are slightly in advance of their present level of linguistic competence.(i +1). He believes that 'comprehensible input' is the route of acquisition and information about grammar in the target language and is automatically available when the input is understood. He argues that there are two corollaries of his "input hypothesis".

1)Speaking is a result of acquisition and not its cause.

Speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input.

ii) If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order – it will be provided in just the right quantities and automatically reviewed if the student receives a sufficient amount of comprehensible input. (1985, p.2).

Whether or not the "comprehensible input" is sufficient to guarantee the grammatical acquisition is still a controversial question. But other researchers (Chaudron, 1983, 1988; Pica 1983; Wong Fillmore, 1976) provide good evidence to support that if the comprehensible input is sufficient, second language acquisition is guaranteed. Thus there is strong evidence to support the fact that the comprehensible input promotes second language acquisition. Learners need opportunities to hear and practice the language in order to learn it and speakers can help in the process by talking with the learners. Hence, the schools and classrooms serve an important cradle-land of second language acquisition. These are difficult for learners to obtain elsewhere, not only in foreign language environments, where they are almost never available, but in second language situations too. (Krashen 1985, 1986).

The importances of comprehensible input are generalized in the following:

- 1) access to comprehensible input is a characteristic of all cases of successful (first or second) language acquisition,
- 2) greater quantities of comprehensible input seem to result in better (or at least faster) acquisition, and
- 3) lack of access to comprehensible input results in little or no acquisition.

(Long, 1985, p 84).

Learner issues

There is accumulating evidence that some children can acquire a new language in a short period, whereas others may take longer (Cummins, 1981; Wong Fillmore, 1983). Besides the input factor, the individual characteristics of second language learners contribute to his/her success or failure in learning a second language. Hence, one finds in the same classroom considerable variation in how much learners can get out of the same exposure to English.

1) Intellectual ability

Language learning ability is much like any other human ability such as musical ability. For these abilities, some people have an inborn talent that enables them to learn or master complex abilities with ease whereas average

abilities only master such skills with greater concentration over a longer period of time.

Students who are intellectually capable to do well can be shown to perform better in school than those who are less so. Intellectual capability may contribute to successful language learning, but it appears not to be a major source of the differences found in children. Relationships have been established between such factors and successful language learning in adults or near adults (Carroll 1979; Gardner and Lambert, 1972), but a relationship between these variables and language learning in children has not been convincingly established.

2) Personality

Personal characteristics such as sociability and outgoingness which incline children to seek out and socialize with others can facilitate the second language acquisition. Learners cannot learn a language without the help and collaboration of those who already speak it. In order to learn the target language, there must be opportunities for learners and speakers to come into contact and to communicate with one another in a co-operative fashion.

Children who are shy or introverted will find it more difficult than those who are sociable or outgoing to participate in the interactions that provide the input and

practice needed for language learning (Wong Fillmore, 1979, 1983). On the other hand, learners who enjoy talking and social life not only get more practice but also acquire the comprehensible input. (Hatch 1983; Seliger 1977).

3. Age

Age is a learner variable that may also exert an influence on language learning, but not necessarily in the direction that educators believe it does. There is a widespread popular belief that children make better second language learners than adults. Lenneberg (1967) believes that "after puberty, the ability of self-organization and adjustment to the physiological demands of verbal behaviour quickly declines." (p 158).

Contrary to the view, Cummins (1979, 1980, 1981) argues that older learners, because they are cognitively more mature and have better developed their first language skills, are able to acquire the cognitively demanding aspects of the second language more rapidly than younger learners. Cummins and his colleagues (Cummins, Swain, Nakajima, Handscombe and Green 1981) found no differences between older and younger students in the acquisition of second language.

It is the belief of the researcher that the reason why the younger children learn second language much more

successfully than older children is the older in age, the more anxiety in correctness.

4. Motivation

It is obvious that motivation is a factor in all learning, but quite interesting studies have been done on the typical kinds of motivation that affect language learning.

Gardner and Lambert (1972) identified two types of motivation for second language learning - an integrative motivation and an instrumental motivation. The integrative motivation is characterized as the desire to learn a language that comes from interacting with members of the target language group; instrumental motivation represents a more practical orientation, the desire to learn a language because it would be useful or profitable for the learner to do so. Schumann (1978) says, "integrative motivation is the more powerful of the two because it implies a desire to integrate with speakers of the target language." (p 167) One learns a language if one wants to become a member of a speech community, or does not learn it if one prefers to remain outside of it.

Motivation, whether it is instrumental or integrative, would mainly be determined by the needs of the learner. A person who wants to fulfil only basic survival needs in the second language will have a weak motivation while another who seeks to acquire proficiency in the second language for a

specific purpose will have a strong motivation to learn at least those aspects of the second language which are directly relevant to their needs.

In summary, it can be concluded that the comprehensible input and the learners themselves are two determinatives of second language acquisition. The learner, the teacher, the peer and the learning/ teaching/communicating context all interact with one another. A harmonious match of these factors may turn a relatively poor learner into a good one, while a misfit of factors may make a good learner look like a non-starter.

The assessment of second language learners

In recent years, there have been important developments in techniques which are used to measure language proficiency. English as a second language (ESL) proficiency testing also received considerable attention from the educational theorists and pedagogues. (Carroll 1980; Baskwill and Whiteman 1988; Rivera 1983, 1984; Brindley 1986; Oller 1979; Heaton 1982).

Davies (1968) and Gronlund (1976) have stated that testing of second language proficiency tends to follow changes in teaching methodologies. "Historically changes in language testing have accompanied changes in our understanding of

the nature of language, of how it is learned, and of how it is most desirably taught." (Ingram 1985, p 216).

Spolsky (1978) divided language testing into three main periods which have paralleled the views of language and language learning. These three periods are:

- 1) The pre-scientific period;
- 2) The psychometric-structuralist period; and
- 3) The integrative-sociolinguistic period.

The pre-scientific period had little interest in oral tests. This approach stemmed from the traditional grammar-translation method. Tests were based on grammatical knowledge and translation. Students were given a passage and were simply required to translate it either into or from the target language. This kind of test was "heavily oriented to recitation of memorised chunks of literature, rather than to genuine communication." (Quinn and McNamara 1988, p 49).

Within the psychometric-structuralist period, a new theory of language testing was developed by Lado and his supporters (Lado 1961; Clark 1972; Bird and Woolf 1968) – the discrete-point tests.

This discrete-point tests approach breaks language into separate components from one another. The discrete item may be a grammatical rule, a phoneme or a lexical item but only one of these items is tested at a time. The discrete-point tests are basically tests of learners' knowledge of a language. One of the problems with discrete point tests is that they isolate the language components. When language is being used in real communication, it is in a linguistic and situational context where all the components are together, supporting each other in meaning. It involves all skills to put all components together to comprehend and to participate in communication.

Carroll (1961) was the first person to advocate the use of integrative test of language proficiency. He suggested that tests should be focused on the total communicative effect of an utterance rather than its discrete linguistic components. The integrative-sociolinguistic period commenced.

Integrative tests in contrast to discrete point tests are intended to assess the total communicative abilities of the learners. Oller (1979) says, "The concept of an integrative test was born in contrast with the definition of a discrete point test. If discrete items take language skill apart, integrative tests put it back together. Whereas discrete items attempt to test knowledge of language one bit at a time, integrative tests attempt to assess a learner's capacity to use many bits all at the same time." (p 37)

Rivera (1984) and Morrow (1977) support the basic tenet of integrative tests as well.

The most well-known integrative tests include the cloze tests, dictation, reading comprehension and oral interviews. Through the increased understanding of the nature of language and second language development, a new era emerges, namely: the naturalistic-wholistic period. This period is mainly influenced by the philosophy of whole language. The recent trend steers second language teachers to change their ways about assessment.

Goodman (1986) summarizes the beliefs of whole language in the following points:

- 1) Whole language learning builds around whole learners learning whole language in whole situations.
- 2) Whole language learning assumes respect for language, for the learner, and for the teacher.
- 3) The focus is on meaning and not on language itself, in authentic speech and literacy events.
- 4) Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes.

- 5) In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged. (p 40).

Needless to say, language functions are not separated from each other. Children's talk is at the heart of learning; the processes of children's writing inform the processes of reading; the reader reads also as a writer; the writer writes also as a reader; spelling control evolves from crafting one's writing and being informed by one's reading. The development of language in all dimensions is a whole and natural product.

It is the belief of the researcher that assessment is a process requiring the teacher to find out and reflect upon the experiences the learner has had and the stage in his learning that he has reached, in order to decide where and how he may be assisted to go further. Assessing second language learners' language development can never be done by a single instrument. It is necessary to develop assessment procedures that include different methods, evaluate different facets of language products and sample from a variety of context over time. It involves either consideration of the process of learning or of the products produced. The most valuable procedures are kid watching and retelling and proofreading. (Cambourne and Turbill 1990).

It is argued by whole language advocates that one can learn much more about the learners by carefully watching than by formal testing. Through the process of kid watching, the teachers watching learners write, listening to a group of children discuss or plan together or having a casual conversation, the teachers evaluate. Within the conversation situation, learners will continually have access to sensitive and constructive feedback from the teacher. This feedback provides encouragement and support for further development.

By using kid watching, teachers will gain useful information of learners' language development, and more deeply understand how children engage in everyday language activities. The information can form the basis of assessment to help teachers in making a record of learners' development and also guides teachers in designing instruction.

Another means of gathering data about assessment is analysis of learner's oral and written expression - retelling and proofreading procedures can achieve this successfully. These procedures provide a framework which stresses the importance of background knowledge, past experiences and how they influence learner's language development because these two procedures are based on the belief that language proficiency is a developmental sequence. These procedures also pay attention to each child's response in relation to the input, that is, the teacher's questions. Often the intuitive

teacher is unaware of the ways the pupil respond. So, the use of using retelling and proofreading products in written form can provide information about the types of questions each learner failed and note the discrepancies between input and output especially semantics, syntax and grapho-phonics aspects. Through using oral retelling of a story, the learner's listening comprehension level can be identified.

The retelling and proofreading procedures also help the learner himself become aware of his levels of achievement and his specific strengths and weaknesses. As he works with the text, he is highly immersed and engaged in the text, which in turn demonstrated many conventions of written features. There were high degrees of expectations and responsibility for him to engage with the texts. Approximations are encouraged and actually can be used as self assessment. Responses and support provides feedback and further information for learning. (Cambourne and Turbill 1990).

Both teaching practice and language proficiency assessment are undergoing a period of revolution. As Farhady (1982, p 57) says, language testing is "at a critical stage of evolution". Rapid changes in the understanding of the nature of language and the teaching and learning theories of second language have led researchers and teachers to reconsider the methods of language testing. It is the responsibility of educational theorists to develop new instruments, to reassess and renew concepts of validity and reliability, to

take the innovations that make them comprehensible and practicable for classroom second language teachers.

The historical review of second language teaching methods

Second language teaching methods has undergone many fluctuations and dramatic changes over the centuries. This section will briefly review the major methodologies which still are currently in use.

In the sixteenth century, French, Italian and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. The study of classical Latin and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries. Children entering 'grammar school' in the sixteenth, seventeenth and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar. Students were introduced to the advanced study of grammar and rhetoric. "A pupil was introduced to the technique by being made to learn model disputations and recite them in class. Once these were known, the pupil was expected to improvise." (Kelly 1976, p 51). In the meantime, the Grammar-Translation Method appeared.

In the latter part of the nineteenth century, some of the exponents of modern language teaching (Ollendorf 1846, 1848; Ploetz 1865, 1879, 1894, cited in Kelly 1976) published a lot of books and advocated this method. Gradually, it became a major method of teaching and learning a foreign or second language.

It does virtually nothing to enhance students' communicative ability in the language. Richards and Rodgers (1986) state, "(It is) remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose." (p 4)

The Grammar-Translation Method concentrated on teaching grammatical rules and lists of vocabulary. It possesses the following major characteristics:

- 1) "Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.

- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation."

(Prator and Celce-Murcia 1979, p 3).

Although the Grammar-Translation Method started out as a simple approach to language learning for young children, it was grossly distorted in the collision of interests between the classicists and their modern language rivals.

Changes in patterns of transport increased the need for practical competence in English and the industrialization of the second half of the nineteenth century created a new class of language learner, one that had not followed an academic 'grammar school' education and therefore could not be expected to learn foreign languages by traditional

methods. A new method generated at that time to suit this particular need – The Direct Method.

The basic premise of the Direct Method is that second language learning should be more like first language learning: lots of active oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.

The direct methodists, Gouin and Jespersen, shared a common belief that students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it – associating speech with appropriate action. Jespersen (1904) states, "feel at home in a language and skill in translation" (p 50). The direct methodists observed the way children learned their native language, and this was the way children who had been transferred to a different linguistic environment acquired a second language, apparently without great difficulty. "This is not only true developmentally (i.e. in the process of learning another language) but also as a normal condition." (Johnston 1987, p 8).

Richards and Rodgers (1986) summarize the basic characteristics:

"1) Classroom instruction was conducted exclusively in the target language.

- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching points were introduced orally.
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized."

(p 9-10)

The Direct-Method was rigorously criticized for its weak theoretical foundations. Some other modern linguists rigorously condemned this method. They deemed that it failed to produce learners who could use the language they had been studying: Rouse and Appleton (1925) state, "It is the offspring of German scholarship, which seeks to know everything about something rather than the thing itself." (p.2) Johnston (1987) has the same idea and views this

method as representing an "attempt to redress this imbalance by only permitting the target language to be used in the classroom." (p 8)

After the publication in 1929 of the Coleman report as part of the modern Foreign Language Study in the United States, it became clear that the majority of American students studied a foreign language for a period of two years only. The report maintained that the only reasonable objective for such a short period of study was the development of reading ability. In Coleman's own words, the objective of two year courses should be to develop "the ability to read the foreign language with moderate ease and with enjoyment for recreative and for vocational purposes." (Coleman 1929, p 107)

As a result of the Coleman recommendations, teachers began to seek the most effective ways of developing the reading skills, so that the Reading Method emerged.

In the Reading Method, students were to be taught to read the new language with direct apprehension of meaning, without a conscious effort to translate what they were reading.

The characteristics of the Reading Method are as follows:

"1) only the grammar useful for reading comprehension is taught;

- 2) vocabulary is controlled at first and then expanded;
- 3) translation is once more a respectable classroom procedure;
- 4) reading comprehension is the only language skill emphasized;
- 5) the teacher doesn't need to have good oral proficiency in the target language."

(Celce-Murcia 1980, p 30).

Teachers who followed Palmer's lead (Palmer and Redman 1932, p 65-73, 105) felt that facility in reading could not be developed unless the students were trained in correct pronunciation, comprehension of uncomplicated spoken language, and the use of simple speech patterns. The students were asked to read aloud in order to help them with comprehension, and hear the text mentally. The Oral Approach then emerged. The Oral Approach was the accepted British approach to English language teaching by the 1950's.

The Oral Approach stressed the importance of training good foreign-language speech-habits in the early stages of learning. It adopted a sentence-based approach to the teaching of grammar, and emphasizes practice as essential for progress.

Hornby himself used the term the Situational Approach in the title of an influential series of articles published in English Language Teaching in 1950's (1950, 1952, 1954). Later the terms Situational Language Teaching and Structural Situational Approach came into common usage.

The objectives of the Situational Approach are to teach a practical command of the four basic skills of language, goals it shares with most methods of language teaching. But the skills are approached through structure. It adopts an inductive approach to the teaching of grammar. The meaning of words or structures is not to be given thorough explanation in either the native tongue or the target language but is to be induced from the way the form is used in a situation. As the name would imply, it entails the learning of language in contexts which are situations in which the language learnt will need to be used.

French (1950) states, "The fundamental is correct speech habits The pupils should be able to put the words, without hesitation and almost without thought, into sentence patterns which are correct. Such speech habits can be cultivated by blind imitative drill." (p 9)

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950's. The need for a change and rethinking of the teaching methodology was stimulated by the launching of the first Russian satellite

in 1957. The US Government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made in other countries.

It is also a reaction to the Reading Approach and its lack of emphasis on oral-aural skills that developed and became dominant during the 40's, 50's and 60's. It takes much from Direct Method but adds features from structuralism and behaviourism.

The new emphasis on being able to communicate in another language led to the coining of the term "aural-oral" for a method which aimed at developing listening and speaking skills first, as the foundation on which to build the skills of reading and writing. Brooks suggested the term "audio-lingual" for this method. (Brooks 1964, p 263).

The characteristics of Audiolingualism are as follows:

- "1) begins lessons with dialogues
- 2) uses mimicry and memorization because it assumed that language is habit-formation
- 3) grammatical structures are sequenced
- 4) grammar is taught inductively

- 5) skills are sequenced: listening and speaking first,
reading and writing later
- 6) pronunciation is stressed from the beginning
- 7) vocabulary is severely limited in the initial stages
- 8) a great effort is made to prevent error
- 9) language is often manipulated without regard to meaning
or content
- 10) the teacher's role can be compared to that of a dog
trainer
- 11) the teacher must be proficient only in the structures,
vocabulary, etc, that she/he is teaching, since learning
activities and materials are carefully controlled"

(Celce-Murcia 1980, p 30).

In the sixties, a number of criticisms of the audio-lingual method were voiced (Rivers 1964; Chomsky 1965 and Carroll 1966). Carroll concluded that the audiolingual habit theory was "ripe for major revision, particularly in the direction of joining with it some of the better elements of the cognitive code-learning theory." (105)

The Cognitive Code Learning allowed for a conscious focus on grammar and acknowledged the role of abstract mental process in learning rather than defining learning simply in terms of habit-formation.

The major features of the Cognitive Code Learning are following:

- "1) language is viewed as rule acquisition not habit formation
- 2) emphasis is on being able to use the language;
- 3) instruction is often individualized; learner is responsible for his/her own learning;
- 4) grammar can be taught deductively as well as inductively-explicit rules can be stated;
- 5) pronunciation is de-emphasized, perfection is viewed as an unrealistic goal;
- 6) reading and writing are once again as important as speaking and listening;
- 7) errors are viewed as inevitable, something that should be used constructively in the learning process;

- 8) meaning (comprehension) is very important, basic to progress;
- 9) the teacher's role is to help students refine their control of the target language and to become more native-like in successive stage;
- 10) the teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language."

(Celce-Murcia 1980, p 31).

The Natural Approach

Terrell developed a new philosophy of language teaching in 1977 which was called the Natural Approach. This approach grew out of Terrell's experiences. In 1983, Krashen and Terrell published their book, *The Natural Approach*, and it attracted wide interest.

The Natural Approach is designed to develop basic personal communication skills – both oral and written. The Natural Approach is 'for beginners and is designed to help them become intermediates.' (Krashen and Terrell 1988, p 74).

Krashen and Terrell (1988) claim the principles of the Natural Approach in their influential book:

- "1) Natural approach is that comprehension precedes production.
- 2) Natural approach is that production is allowed to emerge in stages.
- 3) Natural approach is that the course syllabus consists of communicative goals.
- 4) The activities done in the classroom aimed at acquisition must foster a lowering of the affective filter of the students."

(p 20-21)

From the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures, as with the direct method. To decrease stress, learners are not required to say anything until they feel ready.

When learners are ready to begin talking in the target language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers.

Charts, pictures, advertisements serve as the focal point for questions. When the students' competence permits, talk

moves to class members. Pair or group work may be employed, followed by whole-class discussion led by the teacher.

In all activities, the teachers maintain a constant flow of comprehensible input, using key vocabulary items, appropriate gesture, context, repetition, and paraphrase to ensure the comprehensibility of the input.

Krashen (1986) believes Natural Approach is the best method, "I think that I have presented a conservative view of language acquisition theory and its applications, conservative in the sense that it attempts to be consistent with all empirical data that are known to me. It is consistent with the way thousands of people have acquired second languages throughout history, and in many cases acquired them very well. They acquired second languages while they were focused on something else, while they were gaining interesting or needed information, or interacting with people they liked to be with." (p 188)

The following summation explicitly explain the characteristics of the Natural Approach:

Table 2.2: The characteristics of Natural Approach

Tracy D. Terrell, Jeanne Egasse, Wilfred Voge (1982 P.174)

1. **Instructional objectives.** Objectives are defined topically. Structure is subordinated to semantic criteria.
2. **Skill emphasis.** All four skills are taught simultaneously. Emphasis is on the development of general strategies for comprehending and speaking the L2 in natural situations operating with limited vocabulary and structure.
3. **Acquisition and learning.** Instructions provide students with the many grammatical structures in the classroom; most approaches rely solely on learning.
4. **Learning strategies.** Both inductive and deductive learning strategies may be used depending on students' individual preference.
5. **The language of the classroom.** The target language is used unless there are extenuating circumstances.
6. **Classroom activities.** The main function of the instructor is to create a situation in which the students will want to communicate. The classroom is devoted primarily to communicative activities.
7. **Vocabulary.** A large recognition vocabulary is essential to the development of language skills. For a beginner, vocabulary range is more important than structural accuracy.
8. **Response to instructor.** The response should be appropriate to the situation; there is no point in repeating a sentence simply for the sake of repetition.
9. **Language of response.** Students in the beginning stages are allowed to pick the language of response. The shift to L2 is made when the student is ready.
10. **Error correction.** There is no evidence that error correction of student speech improves his "interlanguage." We believe that improvement will be faster without overt correction. Correction is limited to "expansion."
11. **Pattern drills.** These are fine activities for the language lab.
12. **Written grammar exercises.** These should be given as homework assignments.
13. **Evaluation.** The ability of the student to communicate is tested. Grades are based on range of expression and fluency, not grammatical accuracy, except when errors interfere with communication.

The Communicative Language Teaching

The Communicative Language Teaching Approach in language teaching starts from a theory of language as communication. In 1972, Wilkins proposed a functional or communicative syllabuses for language teaching that served as a basis for developing communicative syllabuses for language teaching. In his influential book, Wilkins (1976) developed the Communicative Language Teaching.

In his book, Hughes (1987) states out eight principles of Communicative Language Teaching Approach, they are:

- "1) Working hard at a language is not all that is involved.
- 2) Language learning is best when the language is relevant to the student.
- 3) Language teaching methods should mirror the process of communication.
- 4) Communication is an active desire to fill an information gap.
- 5) Students must be encouraged to take risks.
- 6) Language is more than grammar.
- 7) Communication needs practice.

8) Motivation is the key to learning a language."

(p 9).

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

Brown (1987) offers the following four characteristics as a definition of Communicative Language Teaching:

- "1) classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence;
- 2) form is not the primary framework for organizing and sequencing lessons. Function is the framework through which forms are taught;
- 3) accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The

ultimate criterion for communicative success is the actual transmission and receiving of intended meaning;

- 4) in the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts."

(p 213).

Brown claims, "CLT suggests that grammatical structure might better be subsumed under various functional categories. In CLT we pay considerably less attention to the event presentation and discussion of grammatical rules than we traditionally did. A great deal of use of authentic language is implied in CLT, as we attempt to build fluency. It is important to note, however, that fluency should never be encouraged at the expense of clear, unambiguous, direct communication. And much more spontaneity is present in communicative classrooms. Students are encouraged to deal with unrehearsed situations under the guidance, but not control, of the teacher." (p 213)

Littlewood (1983) points out the 'functional communication activities' and 'social interaction activities' as two major activity types in Communicative Approach. In his words, functional communication activities are when "the teacher structures the situation so that learners have to overcome an information gap or solve a problem." (p 22) Through the materials used, there is wide scope for varying the content

and complexity of the language that is needed. The functional communication activities use sets of pictures and noting the similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues.

'Social interaction activities' are more closely to the kind of communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behaviour. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skills, improvisations and debates.

In social interaction activities:

- "- The learner is expected to let social as well as functional consideration's affect his choice of language.
- Accordingly, the language he produces will be evaluated in terms of its social acceptability as well as its functional effectiveness."

(Littlewood, 1983, p 43).

The Whole Language Approach

Whole language cannot be easily defined because it is 'a philosophical stance' rather than 'an instructional method'. In shifting from the traditional approach to the Whole Language Approach, the role of the teacher changes from instructors to facilitators thus allowing the learners to test out ideas for themselves.

The Whole Language Approach evolved from language and literacy theories that reflected natural learning processes, or learning that was initiated by the learners' needs. It was based on the notions that,

- "a) language is for making meanings, and accomplishing purposes;
- b) written language is language – thus what is true for language in general is true for written language;
- c) the cueing systems of language (phonology in oral, orthography in written language, morphology, syntax, semantics and pragmatics) are always simultaneously present and interacting in any instance of language in use.
- d) language use always occurs in a situation.

e) situations are critical to meaning-making."

(Altwerger, Edelsky & Flores, 1987, p 145).

Newman (1985) asserted that there was no 'simple definition' (p 1) of whole language. She stated that, "whole language is a shorthand way of referring to a set of beliefs about curriculum, not just language arts curriculum, but about everything that goes on in the classroom." (p 1) Additionally, she added that, "whole language activities are those which support students in their use of all aspects of language; students learn about reading and writing while listening; they learn about writing from reading and gain insights about reading and writing." (p 5)

The basic theoretical premise of Whole Language Approach was based on the view that the processes of learner's second language development was similar to those processes of first language development.

Goodman (1986) summarizes the essentials of Whole Language Approach:

- School literacy programs must build on existing learning and utilize intrinsic motivations. Literacy is an extension of natural whole language learning: it is functional, real, and relevant.

- Literacy develops from whole to part, from vague to precise, from gross to fine, from highly concrete and contextualized to more abstract, from familiar contexts to unfamiliar.
- Expression (writing) and comprehension (reading) strategies are built during functional, meaningful, relevant language use.
- Development of the ability to control the form of reading and writing follows, and is motivated by, the development of the functions for reading and writing.
- There is no hierarchy of sub-skills, and no necessary universal sequence.
- Literacy develops in response to personal/social needs. Children growing up in literate environments become literate before they come to school.
- There is no one-to-one correspondence between teaching and learning. The teacher motivates, arranges the environment, monitors development, provides relevant and appropriate materials, and invites learners to participate in and plan literacy events and learning opportunities. Ultimately, it is the learner who builds knowledge, knowledge structures, and strategies from the enriched environment the teacher helps to create.

- As teachers monitor and support the development of reading and writing strategies, learners focus on the communication of meaning. So there is a double agenda in literacy instruction. The kids focus on what they are using reading and writing for. The teachers focus on development and use.
- Risk-taking is essential. Developing readers must be encouraged to predict and guess as they try to make sense of print. Developing writers must be encouraged to think about what they want to say, to explore genre, to invent spellings, and to experiment with punctuation. Learners need to appreciate that miscues, spelling inventions, and other imperfections are part of learning.
- Motivation is always intrinsic. Kids learn to read and write because they need and want to communicate. Extrinsic rewards have no place in a whole language program. Punishment for not learning is even more inappropriate.
- The most important question a teacher can ask a reader or writer is, "Does that make sense?" Learners need to be encouraged to ask the same question of themselves as they read and write.
- Materials for instruction must be whole texts that are meaningful and relevant. From the first school

experiences, they must have all the characteristics of real functional language. There is no need for special texts to teach reading or writing.

- Away with exercises that chop language into bits and pieces to be practiced in isolation from a whole text.
- Predictability is the real measure of how hard a text is for a particular reader. The more predictable, the easier.
- No materials are acceptable if they divert the attention of writers from expression and readers from comprehension.

(p 39-40).

Many writers on Whole Language Approach agree to the need to transfer this approach to ESL perspective. The most widely circulated in Australia is based on Cambourne's Conditions of Learning:

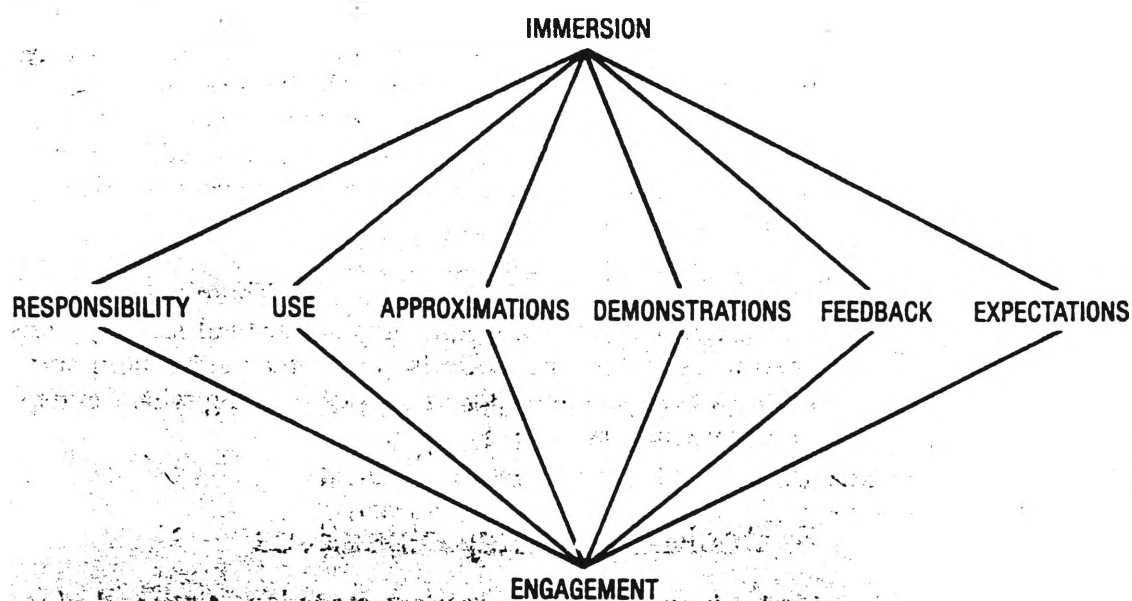


Diagram 2.1: The Conditions of Learning (Cambourne 1988 p 83)

Cambourne maintains that these eight conditions are relevant to all kinds of language learning, e.g. learning to read, write, spell; learning a second language.

The following is a summary of the Conditions of Learning as they pertain to second language learning:

Immersion

The second language learners are saturated in a variety of medium, visual and aural text forms, that they are expected to learn. It is important to know that the language that the

learners are immersed in is always whole, meaningful, purposeful and important.

Immersion needs to become a part of the philosophy of second language teaching. When learners are immersed in whole and meaningful situations, they learn the target language unconsciously.

Demonstrations

Demonstrations are examples of the language that the second language learners are expected to learn. The learners receive thousands and thousands of demonstration each day from seeing or hearing.

The demonstrations need to be represented in a variety of contextually relevant ways to enable the learners to absorb. Through demonstrations, the learning is to occur. The learners learn how to express their meanings that facilitate them to be speakers or comprehenders. Without demonstrations the learning will not occur.

Expectations

Both the expectations that the learners hold about themselves and the expectations of significant others are another important condition.

The positive expectation of the learners that they have the ability to succeed when they engage with the demonstration. On the other hand, the significant others (parents, literate siblings and teachers) need to consciously believe that the learners have the potential to learn.

Responsibility

Learning will not occur unless the learners make their decision to engage in the demonstrations. When the learners are left to decide just what part of the total task will be focused on at one time, they are given responsibility for their own learning. In that sense, the learners take the responsibility for their learning.

However, in the natural learning situation, the significant others encourage the learners to be responsible for their own learning and give them the responsibility to choose the most relevant aspect to internalize.

Approximation

Learning proceeds through a series of approximations. The learners are not expected to learn all the rules before being encouraged to 'have a go'. The significant others should encourage this and accept the approximations of the learners.

Use

Learners need the opportunity to try out the demonstrations in relevant and meaningful ways. Learners must be able to practise their developing language skills. Within the universal conditions, there have been plenty of opportunities to use and practise what the second language learners have learnt.

Feedback

The learners must be allowed constant and readily available feedback about their learning which is in a comfortable and non-threatening manner.

Engagement

Second language learners need to believe that they want to engage in that particular demonstration. This engagement will only occur when the learners are convinced that:

- 1) the demonstrations that they see are potentially do-able.;
- 2) engaging the demonstrations will further the purposes of their lives;
- 3) they feel comfortable, safe and non-threatened when they are engaging.

The general trend in the twentieth century has been a shift away from teacher-centred formulas towards student-centred activities. As Brown (1987) concludes, "As educational and political institutions in various countries become more sensitive to the importance of teaching foreign language for communicative purposes (not just for the purpose of fulfilling a requirement or of passing a test), we may be better able, worldwide, to accomplish the goals of communicative language teaching." (p 213)

The relationship between teacher's beliefs and teaching practices

Recently, there have been many research reports which agree that the behaviour and practices of teacher are guided by their beliefs. (Clark and Yinger 1977; Shavelson 1983; Harvey 1966; White and Harvey 1965).

The phrase 'teacher beliefs' rolls trippingly off the tongue. Those two words, teacher and beliefs, have been paired almost automatically in academic discussion of research on teacher's psychological variable.

Any research will require theoretical propositions about its object. Several metaphors of teacher's beliefs have been used to describe various aspects of teacher's mental processes. The terms used to designate the teacher's belief system included teacher's personal perspective (Janesick

1977), conceptual system (Duffy 1977), practical knowledge (Elbaz 1981) and implicit theories (National Institute of Education 1975). Although each of these metaphors have different meanings, they hold in common the idea that a teacher's behaviour and practices are guided by his personally held beliefs. The teacher's beliefs are a whole psychological theories framework which are stored inside teacher's head and they determine what the teacher does in the classroom. Nisbett and Ross (1980) have suggested that "people's understanding of the rapid flow of continuing social events" often depends on their "rich store of general knowledge of objects, people, events, and their characteristic relationships." (p 28) They indicated further that some of this knowledge is organized in schematic, cognitive structures while other knowledge is represented as beliefs or theories, "that is, reasonably explicit 'propositions' about the characteristics of objects or object classes." (p 28)

As a person who understands and interprets the rapid flow of social events in a classroom, the teacher obviously relies on these kinds of knowledge structures.

Teacher's beliefs are an unobservable psychological variable of his/her teaching. In order to understand what teacher's beliefs are, the one and the only way is to know how the beliefs get carried into actions. So, the teaching practices during the pre- and/or inter-active process are the

observable phenomenon that explicitly reflect his/her beliefs.

This part of the review will focus on the relationship between teacher's beliefs and his/her practices during pre- and inter-active procedures.

Pre-active procedures

Planning is one important component of teaching and that is typically carried out by the teacher's beliefs before each lesson. Teacher's instructional plans serve as 'scripts' for carrying out interactive teaching. (Shavelson and Stern 1981) Plans produce a strong influence on teaching that teachers tend not to deviate from them once they have begun teaching. (Peterson and Clark 1978; Zahorik 1970)

Decisions made during planning have a profound influence on teacher's classroom behaviour and that influences learners' academic attainment.

Though Jackson (1966) pointed to the importance of looking at teacher behaviour in the preactive setting, empirical studies of this field have only been conducted since 1970. Zahorik (1970) did his empirical study on teacher planning. He provided six of his sample of twelve teachers with a partial lesson plan containing behavioural objectives and a detailed outline of content to be covered two weeks hence. He requested the remaining six teachers to reserve an hour

of instructional time to carry out a task for the researchers, by not telling them what they were going to be asked to teach until just before the appointed time. Zahorik analyzed recorded protocols of all twelve lessons focusing on 'teacher behaviour that is sensitive to students' (p 144). He explained this behaviour as 'verbal acts of the teacher that permit, encourage, and develop pupil's ideas, thoughts and actions.' (p 144) In comparing the protocols of twelve teachers, Zahorik noted that teachers who planned their lesson in detail exhibited less honest or authentic use of the pupils' ideas during the lesson. They did not appear to feel they could move away from their plan.

Peterson, Marx and Clark (1978) conducting their study in a laboratory situation focused on teaching planning, teaching and student achievement. The following results were obtained from this study: (1) teachers spent the largest proportion of their planning time dealing with the content to be taught; (2) after subject matter, teachers concentrated their planning efforts on instructional processes; and (3) the smallest proportion of their planning time was spent on objectives. (Clark and Yinger, 1977, p 283).

Carnahan (1980) studied the planning and subsequent behaviour of nine fifth grade teachers while teaching the same two week mathematics unit. The teachers' written plans were rated from focusing on large groups as low in quality to focusing on individuals or small groups as high in

quality. Carnahan found that a significant relationship between written plans and subsequent classroom interaction was in the domain of organization and structuring of teaching rather than in the domain of specific verbal behaviour.

In summary, these studies suggest that teacher planning does influence opportunity to learn, content coverage, grouping for instruction and the general focus of classroom processes. Planning shapes the outline of teaching procedures and uses to manage transitions from one activity to another.

Interactive procedures

Interactive decision making and assessment practices refer to those decisions made during the act of teaching. The teacher is constantly assessing the situation, students' responses, processing information about the situation, making decisions about what to do next, guiding action on the basis of these decisions and observing the effects of these actions on students. These decisions have been characterised as inflight decisions, since teachers typically do not have enough time to reflect or to seek additional information before deciding on a course of action. The only thing the teachers can use is their beliefs and it leads the teachers to change their plan and behaviour in the classroom.

Decision making and assessment during interactive teaching usually arises when the teaching routine is not going as planned. (Clark and Yinger 1979; Joyce 1978-1979) Usually on the basis of lack of student involvement or behaviour problems, teachers judge that the lesson is problematic (Peterson & Clark 1978) and they may choose to continue the lesson or change it. (Snow 1972 in Shavelson & Stern 1981, p 482) Marland (1977) studied the interactive decision making and assessment of six volunteer teachers, two each at the first, third and sixth grade levels, in two schools. Marland's data indicated that four functions of the interactive decision making and assessment:

- 1) to correct or adjust the lesson when the lesson is not going smoothly;
- 2) to deal with parts of the lesson that are unpredictable in principle;
- 3) to regulate own behaviour by reference to certain principles of teaching; and
- 4) to adapt instruction to individual students.

(Clark and Yinger 1977, p 284)

In summary, these studies of teacher's interactive behaviours reveal that teachers pay attention to their mental script or planning to maintain the flow of the

activity. The decisions and assessment are required when the activities deviate. In order to carry out the planning, teachers apply their beliefs to make decisions and assessment regarding their interaction with students.

The educational theorists and empirical research reports point out that there is an inseparable relationship between a teacher's beliefs, teaching practices and students' performance. The results of Borko's research (1978) found that: (a) teachers with stronger traditional beliefs decided to give students less responsibility for planning their instructional program than teachers with weaker traditional beliefs; (b) teachers with stronger progressive beliefs were more likely to use peer tutoring than teachers with weaker progressive beliefs; (c) teachers with stronger traditional beliefs were more likely to refer students for testing and/or special class placement than were teachers with weaker traditional beliefs; and (d) teachers with stronger progressive beliefs judged social competence and emotional growth goals for students as more important than teachers with weaker progressive beliefs. (Shavelson & Stern 1981, p 468) The results of Borko were supported by DeCharm (1968, 1972); Koenigs, Fiedler and DeCharm (1977).

Conclusion

This literature review has presented a theoretical framework for understanding ESL classroom enterprise. It involves two main parts:

- 1) language development; and
- 2) the relationship between teacher's beliefs and his/her teaching practices.

This review covered a wide range of reading and these researchers provide new, specific information which requires rethinking of the deficit of prior assumptions and theories.

From the process of reviewing the related literature the following diagram has emerged. It demonstrates a clear picture of the relationship among theories of language acquisition, theories of second language acquisition, teacher's beliefs, teaching practices and students' performance.

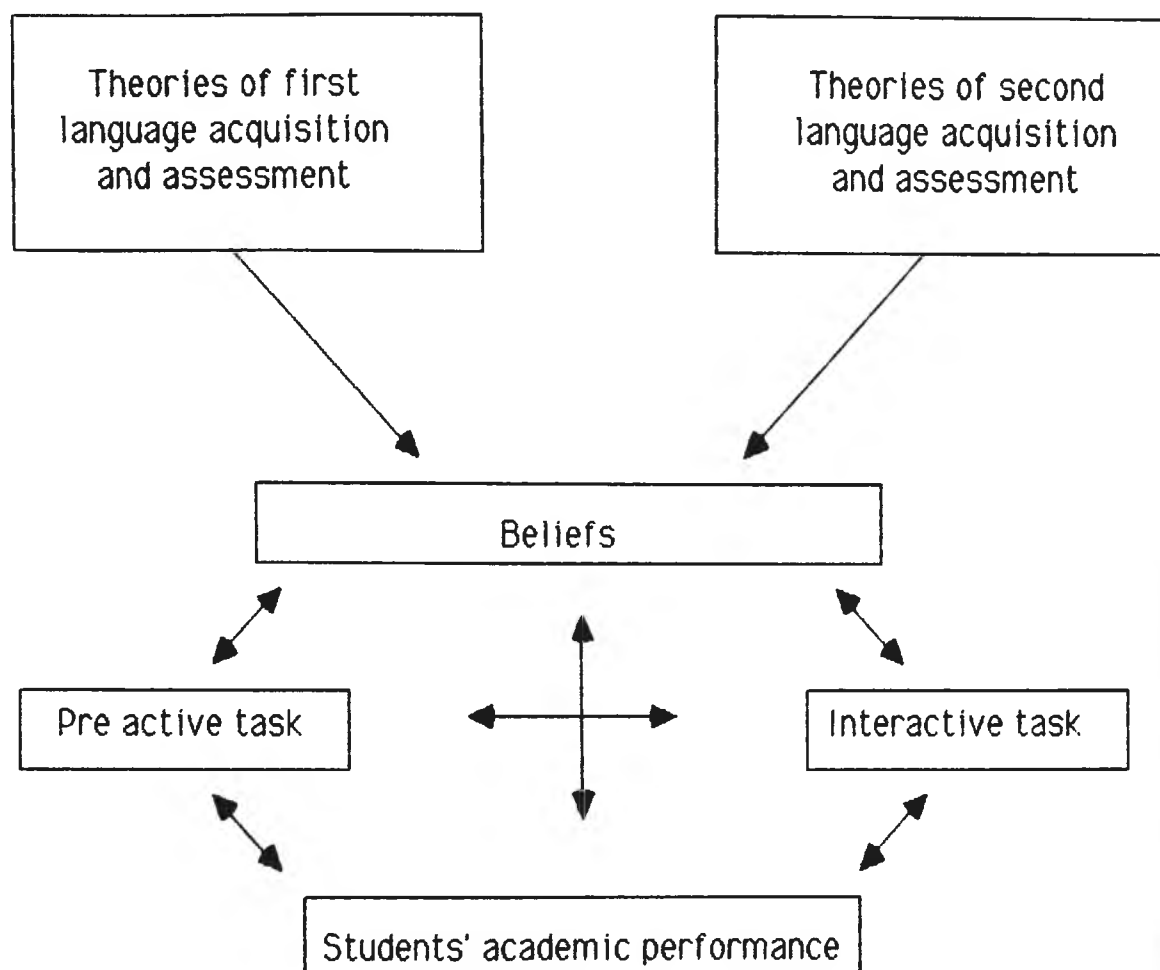


Diagram 2.2: The relationship between teacher's beliefs , teaching practices and students' performance

The diagram posits that the theories of the first and second language acquisition, teaching principles and assessment procedures form the basic 'ground theory' of the teacher's tacit beliefs. The more knowledge about language acquisition and learning, the higher the potential relevance in teaching. Teaching benefits by good understanding of the processes involved in language learning.

Teacher's beliefs dominate his/her pre- and inter-active tasks, planning, interactive decision making and

assessment. Theoretically, teacher's beliefs directly could determine the learners' academic attainment.

The preactive task is concerned with information control and planning. This is aimed at the organization of information for efficient learning. The preactive task indicates the teaching function of lesson planning and preparation. The preactive task supports all the elements because effective planning outlines the lesson activities and allows teachers to manage his/her classroom more efficiently.

In order to ensure that students are attentive and sufficiently motivated to participate in learning, the teacher is incessantly making decisions and assessing learners during the actual teaching procedures. The teacher assesses within different educational contexts: such as teaching goals, the participants, the environment, for the purpose of determining whether the teaching is proceeding as planned. Interactive tasks serve the function of a filter which allow for the teacher's planning to work smoothly. Teachers respond to the feedback of their students, changing their practice where necessary. This is important for student learning. This diagram is derived from classroom research and theories on teaching and learning. Since teachers who have sound knowledge of the first and second language learning and teaching will be able to make instructional decisions that are appropriate for the particular teaching context, they should know not only what

to do to attain their goals, but also why they should act in specific ways to achieve their objectives.

CHAPTER 3:

A DESCRIPTION AND JUSTIFICATION OF METHODOLOGY

Introduction

This study was school-based and attempted to explore the relationship between the teachers' beliefs and their teaching practices and assessment procedures.

The research paradigm is naturalistic in its intent and followed a micro-ethnography methodology. As Green and Wallat say, "Micro-ethnographies produce descriptions of what it means to participate in various social situations that occur within the whole culture. Rather than knowledge of what the whole culture is, the micro-ethnography builds our knowledge of what is required to participate in a lesson or other social situation" (1980 p.xii)

Just observing an event or a phenomenon even through the eyes of an experienced researcher is insufficient. For the purposes of this research, the researcher needs to go further in order to understand the relationship among the teachers' beliefs, their teaching practices and assessment procedures through engaging in talking to the teacher about what goes on in the classroom. From this view, it is not a task to be undertaken by the researcher outside the classroom.

In order to interpret the qualitative nature of teachers' beliefs, it was necessary to give the teachers opportunities to detach themselves from their teaching process, and reflect on what it is they do and why they do it. As this research was a micro-ethnographic study, participant observations in the form of video and audio-tape interviews were the major procedures employed in data collection. Other forms of data were collected in the form of field notes, teacher reflections and interviews, teachers' artifacts and children's artifacts. All these data were analysed by using qualitative procedures and credibility checks.

Participants in the Study:

Two teachers were sought at the South Coast Department of Education ESL Conference in October 1989. These two teachers were among ten interested teachers. Because it was a very small sample chosen the researcher needed to justify carefully the choice of these two teachers.

They were selected for this study for the following reasons:

a) Integrative: They taught in different schools and different schools and different levels of the school system. The researcher felt that such selection could provide broad information for drawing up a whole picture of Australian ESL education that could not readily be found in single-level research.

b) Representative: They explicitly represented the two recent cliques of ESL teachers' beliefs. By contrasting Mrs. G's beliefs with Mrs. H's beliefs and their teaching practices, it was believed it would provide credible information to draw upon in the conclusion chapter of this research and have the sufficient evidence to illuminate the premise of this research project.

The participants consented to be co-researchers in this project as they believed that they would learn something about their own teaching from being involved in the study. Before the observation started, the researcher had acquainted them with the precautions that the researcher was taking to ensure that confidentiality of his data was not breached, and preserve their anonymity.

Rationale for Using Naturalistic Research Paradigm

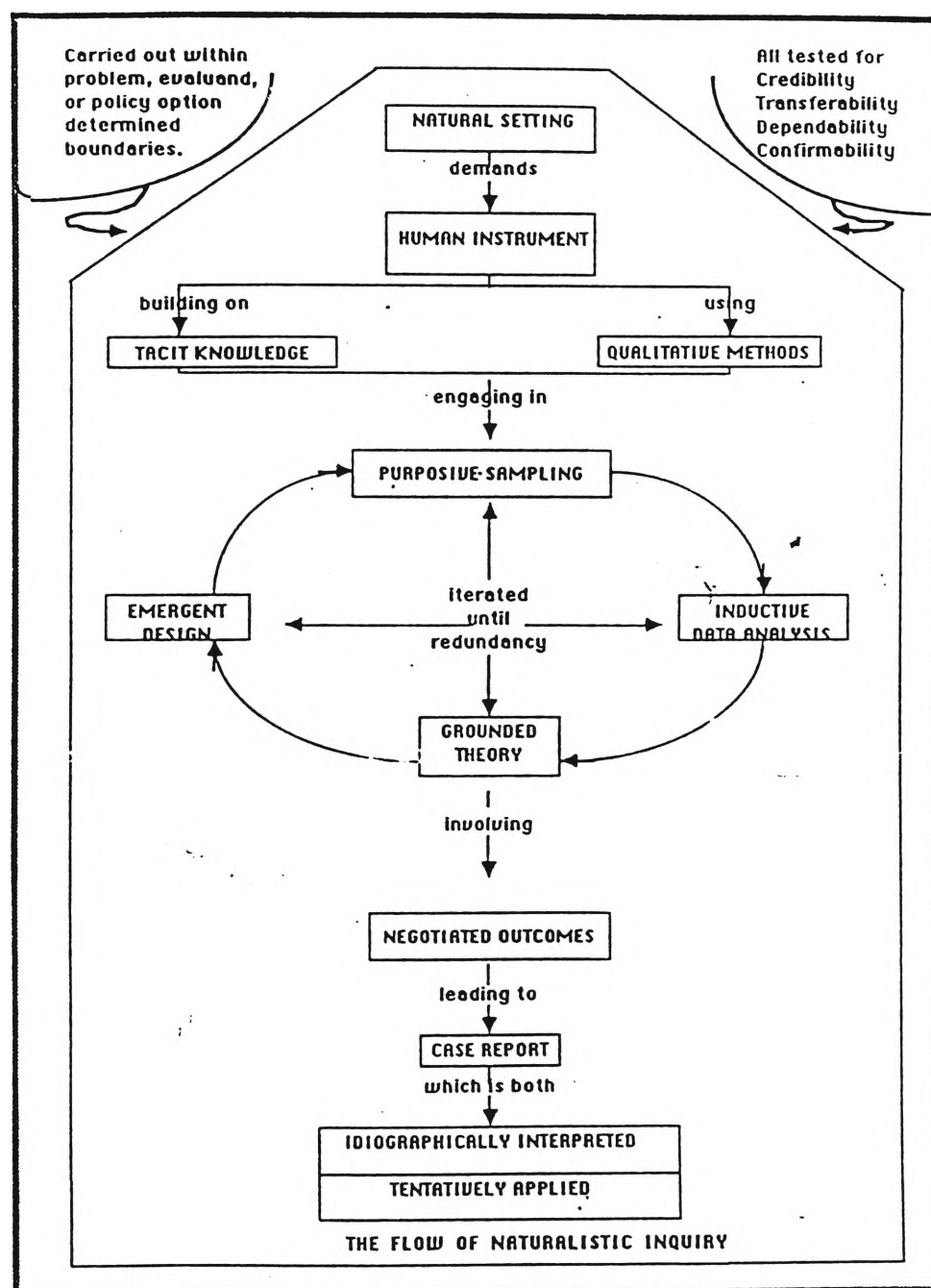


Diagram 3.1 : The Flow of Naturalistic Inquiry

(Lincoln & Guba 1985 p.188)

Cited in Cambourne & Curtis 1988 p.5)

This research study fits within the naturalistic research paradigm. The decision to work within a naturalistic research paradigm, utilizing participant observations, interview and case study methodology, was a consequence of the setting, the aims of the study and the beliefs of the researcher.

The aims and presuppositions of this research study, seek to examine the relationship between ESL teachers' beliefs and their teaching and assessment practices. It investigates how the teachers' ideas, opinions and beliefs interrelate with their classroom context. Therefore, for this study, the most appropriate choice is a naturalistic paradigm.

Cohen and Manion (1986) assert that traditional paradigm for research is unsuccessful within the classroom context, as it fails to reveal the immense complexities of human nature and the elusive quality of social phenomena indicative of interactive and social relationships within teaching and learning contexts. The complex nature of the naturalistic approach was succinctly summarized by Lincoln and Guba (1985) in the following statement:

"... naturalistic studies are virtually impossible to design in any definitive way before the study is actually undertaken. But naturalistic studies do have a characteristic pattern of flow or development Naturalistic inquiry is always carried out, logically enough in a natural setting, since context is so heavily implicated in meaning. Such a contextual inquiry demands a human instrument, one fully adaptive to the indeterminate

situation that will be encountered. The human instrument builds upon his or her tacit knowledge, and uses methods that are appropriate to humanly implemented inquiry: interviews, observations, document analysis, unobtrusive clues, and the like. Once in the field the inquiry takes the form of successive iterations of four elements: purposive sampling, inductive analysis of the data obtained from the sample, development of grounded theory based on the inductive analyses, and projection of next steps in a constantly emergent design. The iterations are repeated as often as necessary until redundancy is achieved, the theory is stabilised, and the emergent design fulfilled to the extent possible in view of time and resource constraints. Throughout the inquiry, but especially near the end, the data and interpretations are continually checked with the respondents who have acted as sources, as well as with counterpart individuals; differences in opinion are negotiated until the outcomes are agreed upon or minority opinions are well understood and reflected. The information is then used to develop a case report - a case study. The case study is primarily an interpretative instrument for ideographic constrain of what was found there. It may however, be tentative applied to other, similar contexts, if empirical comparison of the sites seems to warrant such an extension. The entire study is bounded by the nature of the research problem, the evaluand, or the policy option being investigated, (which are, however, themselves subject to revision and extension as the study proceeds). Finally, its trustworthiness is tested by four naturalistic analogues to the conventional criteria of internal and external validity, reliability and

objectivity, which are termed 'credibility', 'transferability', 'dependability', and 'confirmability', respectively. This testing begins early in the study and continues throughout, culminating in a final critical review by a panel of local respondents." (Cited In Cambourne & Curtis 1988 p 3-4)

The methodology employed in this study fits the nature of the naturalistic paradigm:

Natural setting: The data collected are from a natural setting, that is, the classrooms. Rist (1982) states, "the most powerful and parsimonious way to understand human beings is to watch, talk, listen and participate with them in their own natural settings." (p.440)

Human-as-instrument: The researcher's tacit knowledge gained over prolonged engagement within the site. The participants played an active role in data collection and data analysis.

Using qualitative methods: "Qualitative methods come more easily to human-as-instrument ... (who is) inclined towards methods that are extensions of normal human activities - looking, listening, speaking, reading and the like." (Guba & Lincoln 1985 p.19) Methods used in this research study included participant observation, structured and unstructured interviews.

Purposive sampling: "In naturalistic investigations, which are tied so intimately to contextual factors, the purpose of sampling will most often be to include as much information as possible, in all of its various ramifications and so many constructions ... the criterion invoked to determine when to stop sampling is informational redundancy." (Guba & Lincoln 1985 p.210-202) The sample in this study included two representative teachers and the children they teach to generate as much data as possible through the methods used.

Inductive data analysis: A grounded theory for this study was generated with an emergent design, which underwent many checks for trustworthiness.

Case study report: A case study report was written to give an insight into the reality of the study. This case study has been selected as an appropriate vehicle for detailed descriptions within the natural context.

Trustworthiness: Throughout the study, the data and interpretative summaries were continually checked with the respondents in order to maintain the trustworthiness of this study.

A Discussion of the Process of Data Collection

Once permission from the two teachers was gained, it was necessary to discuss the research project and its implications with the school principals. A copy of the research proposal was handed to each of them and the data collection processes were explained. Both the principals agreed to the involvement of their school in the project.

Once permission had been granted by the principals, the teachers took the responsibility of explaining the research project to the children and seeking their co-operation. It was explained that the researcher would be visiting the classroom for a month as he was interested in how teachers taught. The children understood that they would be videoed and interviewed and their work examples would be collected. Such careful negotiations allowed for participant observations, including the video sessions to be made with little or no disruption to normal class routine.

During the first two weeks class visits (5 days with each teacher), the researcher focused on the teachers' behaviours, children's responses and collected the work programs and school documents. Another purpose of these two weeks class visits was to give a chance for the researcher, teachers and children to get to know each others, so that the videoing could be as natural as possible.

All activities, teaching schedule and procedures were recorded by a video recorder for the purpose of providing a credible record of teachers' behaviours during the lessons, which could be used for teacher reflection during the third week. A video expert was employed to video the class teacher, making it possible for the researcher to take the field notes at the same time. (See Appendix for sample of Field notes) During the lesson, the researcher focused on:

- how the teacher taught English as a second language; and
- what kind of teaching materials and methods the teacher used to engage the learners' interest.

The video expert focused on:

- the teacher and therefore she the teaching procedures used;
- the interaction with the learners;

Their video sessions thus included:

- the assessment procedures, the teachers' behaviours and language used;
- the markers the teacher used to 'mark off' the learners' English growth;
- the learners' reaction; and
- the kind of activities the teacher used.

After each videoed lesson, the children were informally interviewed by the researcher in order to gain insights from their feelings of the lesson.

The following diagram shows the data collection model used in this research:

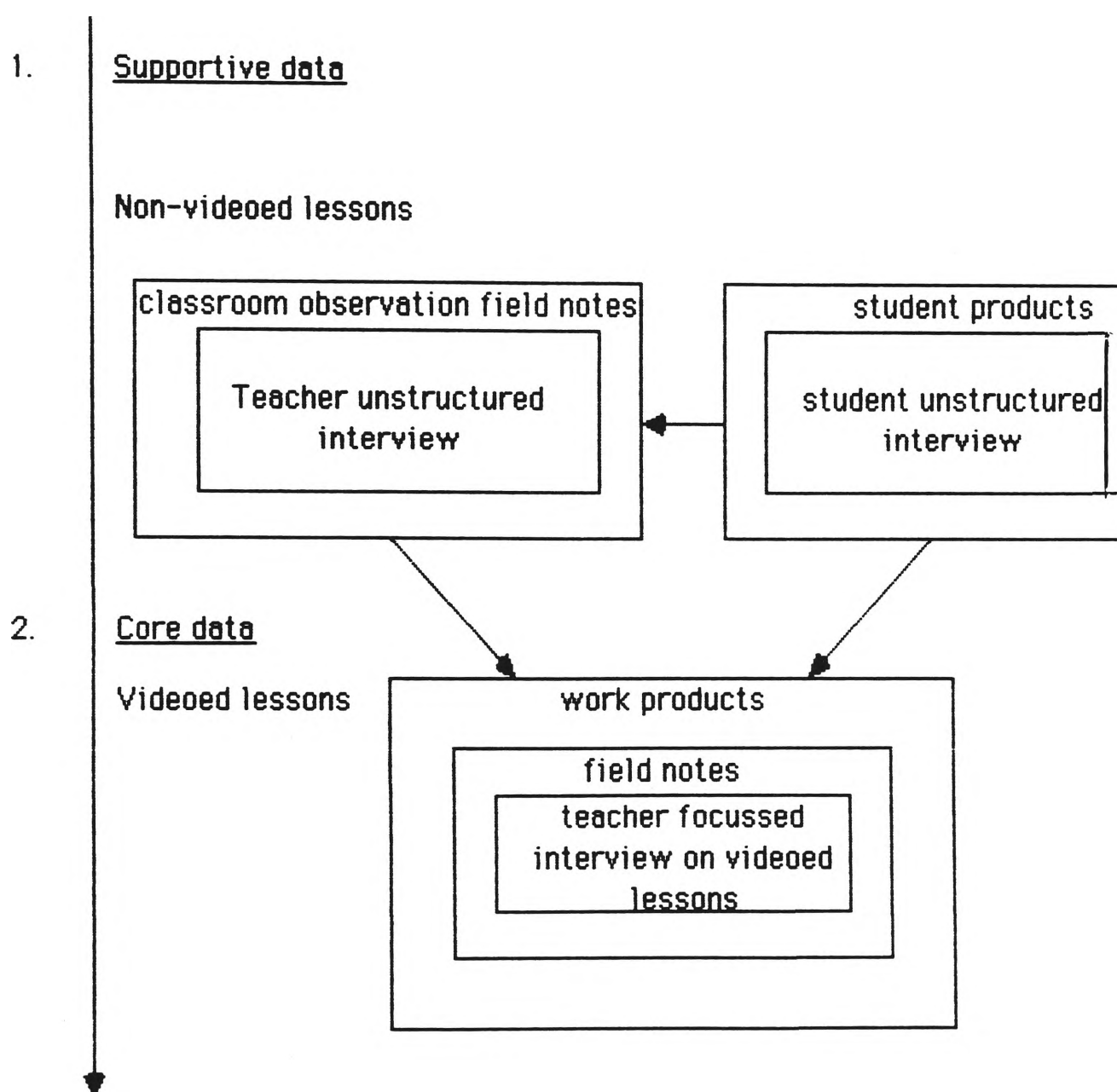


Diagram 3.2: Data Collection Model

Teacher and researcher decided on the lessons to be videoed. Three lessons given by each teacher were videoed representing a range of the ages of students and their English competency.

<u>Mrs G</u>	<u>Structure of Lesson</u>	<u>Age</u>
Lesson 1	Teacher with whole class	Grade 2
Lesson 2	Teacher with individual children on withdrawal basis	Grades 4 & 6
Lesson 3	Team Teaching	Kindergarten

Mrs H

Lesson 1	With 3 individual children on withdrawal basis	Year 11
Lesson 2	With 5 individual children on withdrawal basis	Year 8
Lesson 3	With 3 individual children on withdrawal basis	Year 10

Table 3.1: Range of lesson videoed

The researcher viewed the video of each lesson several times to determine the focus questions to be asked of the teacher during the focused interview.

Peer debriefing of this process occurred with two academic members who checked the researcher's choice of question and watched for bias whilst viewing selections from the videoed lessons.

A week before the interviewee attended the interview, a copy of their teaching video was given to them to revisit. They were asked to choose a part of each lesson which the teachers felt accurately reflected their beliefs to prepare for discussion.

Each teacher and researcher met for a full day to reflect on the videoed lessons. During the structured interviews, the teachers' were audiotaped. Once the audiotapes were transcribed and analysed carefully, the summaries were brought back to the teachers for 'member debriefing'.

To sum up, the following procedures were used:

Phase 1: Negotiation.

Phase 2: Class visits. Getting to know teacher, researcher and children. Collect school policy and teacher's program.

Phase 3: Video 3 lessons. Collect children's work samples.

Phase 4: View videos, list questions to discuss with teacher.

Phase 5: Peer debriefing process to check questions.

Phase 6: Discuss video of lessons with teacher (whole day relief provided). Audio taped the discussion.

Phase 7: Transcribe tapes. Analyse data in light of questions.

Phase 8: Return the analysed summaries to teachers for checking.

Phase 9: Further analysis and coding of data. Check emerging categories with other interested people (peer debriefing).

Phase 10: Writing of report.

Discussion of Methods of Data Collection

"A key decision in any research project is the selection of methods." (Walker 1985 p.46) In order to collect data which would illuminate the relationship between the ESL teachers' beliefs about how children learn English as a second language and the actual teaching practices they employed, the following data collecting methods were used:

1) Participant Observation

Using the naturalistic research paradigm can allow the researcher to combine participant observations with qualitative analysis of the data.

In this research study, the participant observer played a very useful role. Participant observation can provide the teachers

and/or researcher with the most flexible source of data. The researcher can sit in the classroom with little interruption to class routine and observe:

- a) how the teachers teach ESL students, including the teachers' teaching strategies and behaviour in relation to their beliefs system, and
- b) how the students react to what the teacher taught during the lesson.

After extensive interviewing and discussing, all helpful sources of information, such as interview notes, writing samples and field notes of classroom's activities are all scanned. These information provide a report, a descriptive summary, which enables a picture to be built up of the nature of teaching and learning taking place in the classrooms as well as providing information between the teacher's beliefs and her teaching practices. Each lesson, the 'descriptive summary' of the previous lesson is discussed with the teacher in order to make a judgement about the overall content of what has occurred during the last lesson. This process of checking is carried out for each lesson. The teacher often added information and clarified certain points.

All participant observation takes place in social situations, (Spradley 1980 p.7). Every social situation can be identified by three primary elements: a place, actor and activities. Participant observation required the researcher to increase his

awareness, to raise his level of attention. This leads to some of the most important data.

The participant observation within the classroom assists in focusing on what to be asked and it enables the researcher, the teacher and the children to build up trust, so the videoing could be as natural as possible.

In relation to his research in Lumley Secondary Modern School, Hargreaves summed up the advantages of participation observative thus, "In theory (it) permits an easy entrance into the social situation by reducing the resistance of the group members; decreases the extent to which the investigator disturbs the 'natural' situation; and permits the investigator to experience and observe the group's norms, values, conflicts and pressures, which (over a long period) cannot be hidden from someone playing an in-group role." (1967 p.193)

Walker (1985) clearly delineates the advantages and disadvantages of participant observation:

Advantages

- simple to administer over long period
- easy to isolate salient points
- method does not interfere with teaching procedure

Disadvantages

- difficult to be fully objective
- need for a back up system such as a note book or tape recorder which was time-consuming
- easy to pass over things in time of stress

(based on Walker 1985 p.50)

Table 3.2: The advantage and disadvantages of participant observation.

Through early experiences with participant observation, it was discovered that observation, recording and analysis led to further observation, recording and analysis in a continuous cycle as researcher and teachers reflected on field notes taken during the observations. Data needed to be reviewed briefly as it was collected to be aware of new questions to follow up. (Spradley 1980 p.34) "Research is a combination of both experience and reasoning." (Cohen & Manlon 1986 p.5).

Participant observations proceeded from overviews of the situation (descriptive observation) to more focused observations, narrowing the scope of what was being looked for,

to more carefully planned observations with specific questions in mind.

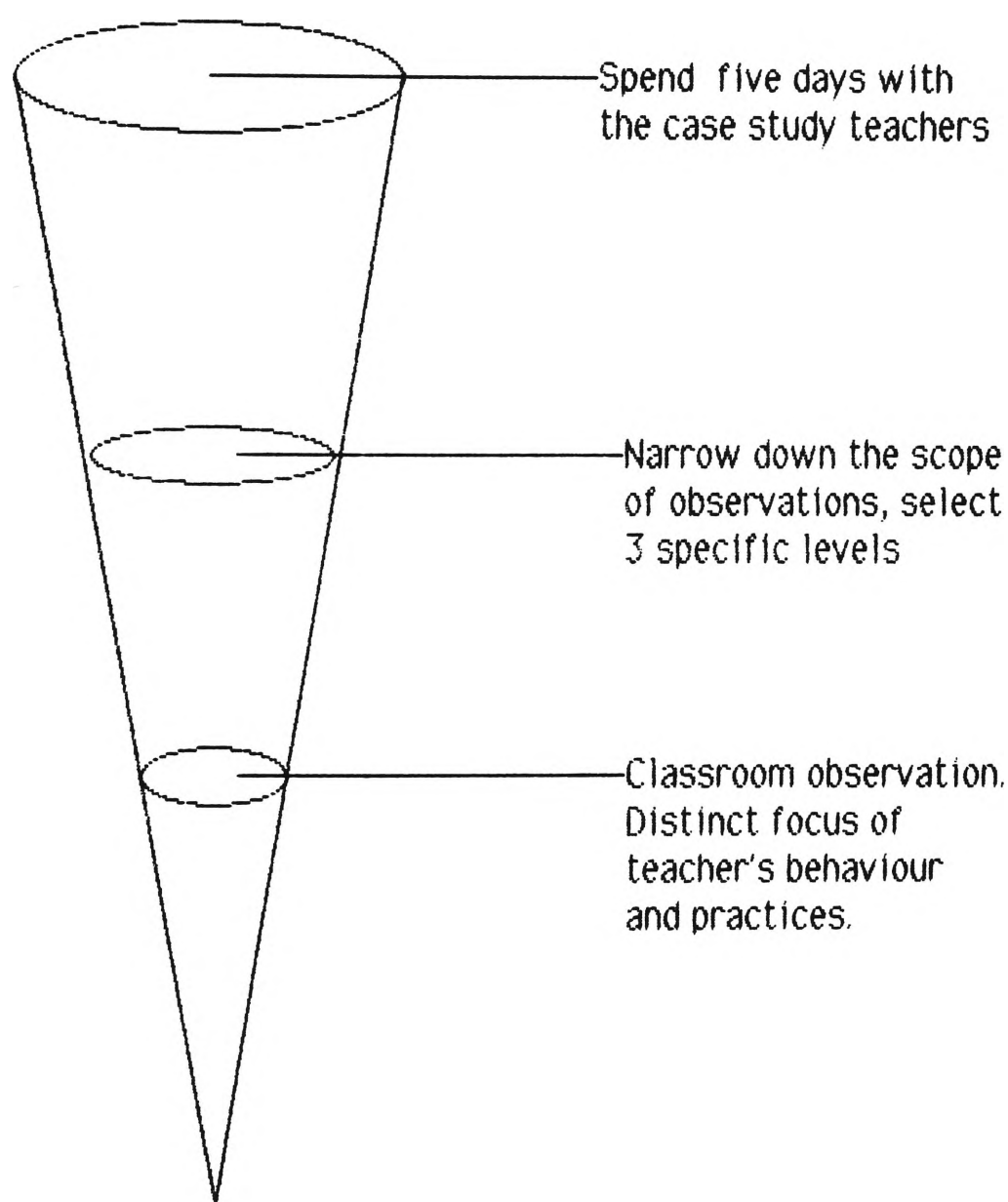


Diagram 3.3. The Model of Participant Observation.

Participant observations of the classes in action were a necessary starting point for this research.

2) Interview

The description of an interview as a 'pseudo-conversation' or a 'conversation with a purpose' does not really capture the character of an interview as a highly flexible method of gathering data. As Tuckman describes, "By providing access to what is 'inside a person's head', (it) makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)." (Cited in Cohen and Manion 1986 p.292)

With the purposes of adding more data from observations, two types of interviews were undertaken by the researcher:

- the unstructured interviews with the students and the teachers;
- focused interview with the teachers using the video of their classroom teaching as a focus.

a) Focused Interview

The aim of focused interview with the teachers was to explore in greater depth the teachers' beliefs system; to explore why they did what they did in each lesson. It allowed the researcher to elicit the specific rich data in a limited time.

At the beginning of interview, the teachers were asked to revisit the videoed lessons. The teachers then were asked various questions (See Appendix) to ascertain the reasons, principles and beliefs in organizing and running the lesson as they did.

The focused interview is the most important way of finding out why the teachers did such thing and what their beliefs are. Through this kind of interview, inferences might be drawn about the reasons for the teachers' actions and enable the respondents to express their feelings or reasons directly. For instance, when the researcher requested Mrs. H reflect on the reasons why she asked 'Mario' to sit by the wall, she answered because he was naughty and when he worked individually, he would work more.

In view of this, the structured interview was a necessary means to elicit the specific data in the limited time.

b) Unstructured interview

Because as much information as possible was to be collected from the students, "the unstructured interview (as) as open situation (gave) greater flexibility and freedom." (Cohen and Manion 1986 p.293)

Unstructured interviews were chosen because they "go deeper into the motivations of respondents and their reasons for responding as they do." (Cohen and Manion 1986 p.292)

The students were invited to be the co-researchers. After each session, the pupils were informally interviewed by the researcher in order to gain the following supplementary information:

1) their feelings of lessons

2) their learning process

This information plus the field notes would assist to double check the teachers' belief system objectively and to ascertain whether the teachers' behaviours in the lesson is actually influenced by their beliefs.

At the end of each observation, the teacher was asked to explain the purposes of each lesson and to give her reasons and principles in organizing and running the lesson as she did. These comments were added to the field notes taken throughout the lesson.

3) Video and audio recording

In order to identify the beliefs held about teaching and assessment of ESL learners, it was necessary for the teacher and researcher to reflect on, and discuss the 'teacher-in-action'; reflecting on both the language used and the action/behaviour used in lessons.

Therefore it was necessary to video the 'teacher-in-action' so that teacher and researcher can revisit the lesson. The researcher questioned the teacher about what was going on inside her head as she interacted with the children. The teachers then reflected on their practices. It was a method for tapping into the teacher's beliefs which stem from their practices. This discussion was audiotaped for detailed analysis in order to identify the beliefs and markers the teacher holds and uses in her teaching.

Video recordings have been used widely to examine teaching skills and increase personal awareness. In order to capture the teachers' actions and behaviours and language used in the lessons, video recordings appeared a suitable technique. A total of six lessons were videoed. (3 per each teacher).

The researcher viewed the video of each lesson several times to determine the focus questions to be asked of the teacher during the focused interview. A week before the structured interview, each teacher was given a copy of her three lessons and asked to view it carefully before meeting with the researcher to reflect and discuss the lessons. Each teacher was also asked to jot down any particular part of the video she wanted to particularly discuss. Teacher and researcher then together viewed the video of the lesson and the prepared questions were asked.

Video recordings provide the following advantages which benefit to the qualitative research:

- a) they enable the researcher to make recordings of the exact sequences of personal interaction which include the totality of each participant's verbal, gestural communication to others;
- b) they enable the participants to revisit their lessons;
- c) they enable the researcher to examine the lessons carefully, particularly the relationship between the behaviour of pupils and teacher's actions;
- d) they are a means of professional development;
- e) they enable the researcher to review and analyse the data many times over in a multiplicity of ways;
- f) they are a means of obtaining further information; and
- g) they were used as a backup to notes to ensure that important points were not passed over.

While the teachers viewed the video tapes, they were encouraged to reflect on their teaching and assessment procedures. This discussion was audio taped for detailed analysis to identify the categories and themes which would emerge from the data in relation to the focus of the study. These were:

- a) teacher's beliefs on ESL learning;

- b) teacher's beliefs on ESL assessment; and
- c) ESL teacher's role.

Eleven hours were used, providing masses of data. These tapes were transcribed and carefully analysed.

4) Classroom Artifacts

In order to gain the clear picture of the teacher's beliefs, teachers' program and students' work samples were collected. For the case study teachers, their program demonstrated their beliefs in terms of their philosophy of teaching second language and their rationale of assessment of second language learners' development. For the children's work samples, they were the evidence that reflected how the teachers' beliefs influenced the learners learning second language.

The following diagram shows the relationship between all the data collection methods in this study and how they support each other.

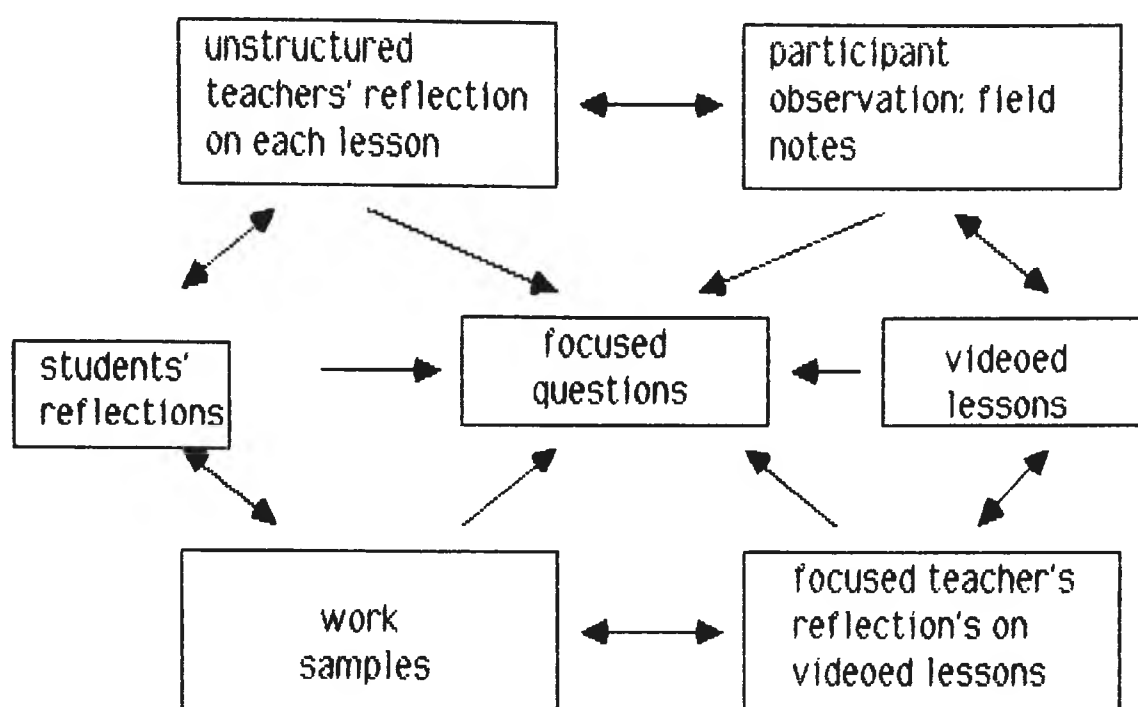


Diagram 3.4 The relationship between the data collection methods

Data Analysis and Maintaining Credibility

One of the most important procedures in conducting this research is data analysis. In order to examine how ESL teachers' beliefs influence their teaching practices and assessment procedures, teachers' behaviour was analysed in conjunction with their beliefs.

After classroom observations and extensive interviewing, all helpful sources of information, such as interview notes, writing samples, fieldnotes of classroom's activities were all scanned. These information formed a descriptive summary of classroom

activities which was taken back and discussed with the teacher in order to make a judgement about the overall content of what had occurred.

In using a naturalistic examination for this study, it was necessary to identify themes and recurring patterns within the data collected. By carefully analysing the teacher's responses during the structured interview, the following data was sorted into:

- a) the teacher's beliefs on ESL learning,
- b) the teacher's beliefs on ESL assessment; and
- c) the teacher's beliefs on her role.

In terms of teachers beliefs these fell into 2 themes:

These were:

- a) The teacher's beliefs about second language learning and assessment.

This category refers to the teacher's beliefs about how learners learn a second language and how this learning should be evaluated.

- b) The teacher's practices as evidence of their beliefs. this category refers to the teacher's classroom practices,

organization, material selected and decision making during interactive process.

The information of the structured interview and amended descriptive summary formed interpretative summaries which would be brought back to the teacher for member checking. After the teacher added more information, the conclusion was drew.

Diagrammatically, the data analysis proceeded in the following order:

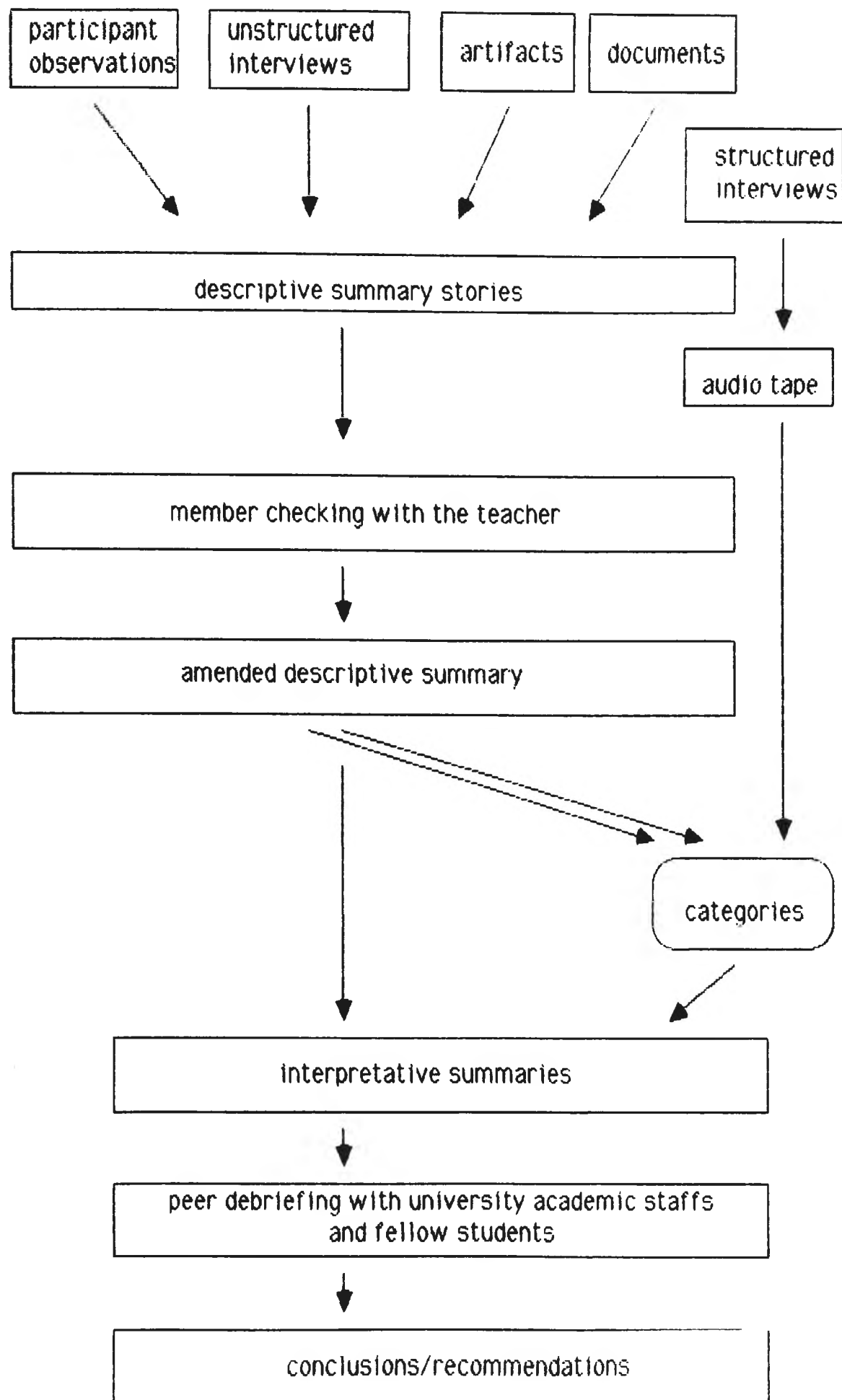


Diagram 3.5: The data analysis procedures

Maintaining Credibility

In order to improve the probability that findings and interpretations of the data are credible, several processes were employed:

- Prolonged engagement on site
- Persistent Observation
- Member checking
- Triangulation
- Peer Debriefing

a) Prolonged Engagement on site and Persistent Observation

"Prolonged Engagement is the investment of sufficient time to achieve certain purposes." (Guba & Lincoln 1985 p.301) In this study, the researcher was engaged in the process of data collecting for 2 months. He visited the sites a number of times and stayed for varying lengths of time, depending upon the purposes of the visits. "The purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail. Of prolonged engagement provides scope, persistent observation provides depth." (Guba & Lincoln 1985 p.304) The field notes provided audit records.

b) Member checking

'Member checking' was carried out during the whole time of this research. It required that the data collected be returned to the respondents for checking. Lincoln and Guba (1986) state, "... the purpose of a comprehensive member check is not only to test for factual and interpretive accuracy but also provide evidence of credibility - the trustworthiness criteria analogous to internal validity in conventional studies." (p.373)

For this study, member checking provided the opportunity to assess intentionality of the teachers and the researcher's perceptions of 'what was going on' with the teachers' perceptions of 'what was going on' added to the credibility and trustworthiness of the data.

'The summary stories' were reported soon after the data was collected. The participants were requested to reject or confirm the data and to comment and/or add to the interpretations if the teachers felt the 'stories' needed expansion and clarification.

"The member checking procedures employed in a naturalistic inquiry, provide the participants with an opportunity to state whether their intentions and purposes have been represented accurately. It also allows them to confirm, correct or amend recorded information It also provides the opportunity for the participants to put on record whether the information recorded is in fact a true and accurate account." (Cambourne & Curtis 1988 p.38)

c) Triangulation

Mathison (1988) states, "Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings." (p.13)

Cohen and Manion (1986) identify, "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour." (p.254)

Triangulation adds to the richness of the data, allowing the data to be more reliable and trustworthy than other methods "the single-method approach yields only limited and sometimes misleading data." (Cohen and Manion 1986 p.260)

There were three major sources of data collection used for cross checking purposes: participant observation notes, children's products and teachers' programs. Recording the observations, comparing these with the teachers' programs and analysis of students' responses became a method of cross checking the data and yield valuable information.

This research employed triangulation because "Exclusive reliance on one method, may bias or distort the researcher's picture of the particular slice of reality he is investigating. We needs to be confident that the data generated are not simply artefacts of one specific method of collection ... the more the

methods contrast with each other, the greater the researcher's confidence." (Cohen & Manion 1986 p.254-255)

The following model demonstrated how the interpretation of the data was confirmed through the use of different modes and different sources of collection.

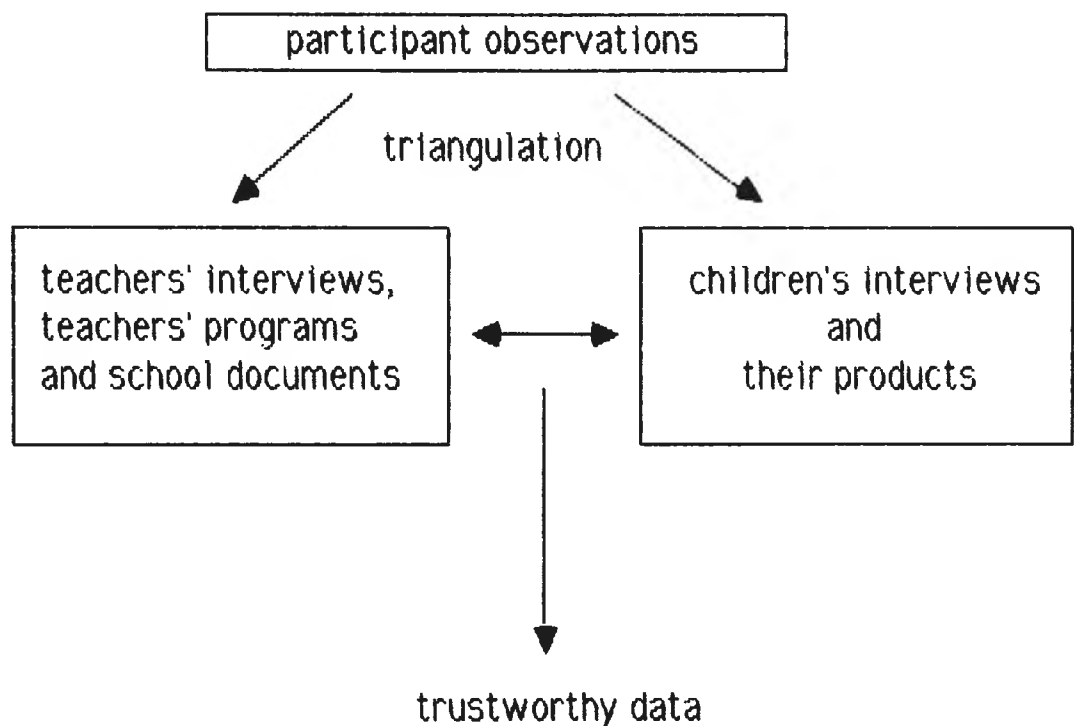


Diagram 3.6 Triangulation process

d) Peer debriefing

Peer debriefing was another means of establishing credibility.

"Peer debriefing is a process whereby the entire inquiry or evaluation team combine to 'test' the data ordering, constructions and interpretations by individual team members. Each evaluator's interpretations are tested against their co-researchers' experiences and understandings of the participant or context under scrutiny. In short, it is a credibility measure which is used to check any misinterpretation or bias on the part of the evaluator." (Cambourne & Curtis 1988 p.38)

The purpose of peer debriefing was to explore aspects of the examination, that might otherwise have remained implicit within the examiner's mind. Peer debriefing also serve to test the emerging hypotheses..

During construction of data collection methods and analysis, the opinions of peers - university academic staff and fellow students were sought to both trail and check aspects of the study.

CONCLUSION:

This study based its data collection and analysis on naturalistic paradigm. Throughout data collection and analysis methods were employed which ensured the trustworthiness of the findings.

CHAPTER 4

RESULTS OF ANALYSIS

This chapter focuses on the results of the data analysis of the relationship between the teachers' beliefs and their teaching and assessment practices.

The results of this research will be reported in case study format; each teacher forming one case study:

- 1) Mrs G (primary school ESL teacher)
- 2) Mrs H (high school ESL teacher)

Each case study will include information about the case study teacher's educational background, description summary and interpretive summary.

Finally these results then form the conclusions found in Chapter 5 of this study.

Case Study 1: The Primary School ESL Teacher – Mrs G

Mrs G received her Diploma in Teaching (3 years trained) in 1975. She has taught extensively within a range of schools at both kindergarten and primary levels. She is in her fourteenth year of teaching.

During her fourteen years of teaching, she has attended two ESL professional development courses which related to her ESL teaching: one in 1976 and the other in 1989. These two ESL professional development courses have enabled her to keep up to date with current teaching approaches of second language learning, teaching and assessment. The courses were provided by the employing authority; the NSW Department of Education.

Mrs G claims, however, that her reading of Cambourne's research and theories (1985, 1987, 1988) has made the greatest influence on developing her own beliefs about ESL teaching, learning and assessment. As well, she believes her own children's language growth has influenced her to move towards the 'Whole Language Approach'. Although she had been trained as a 'traditional' teacher, she feels she needs to keep on trying various approaches in order to assist her ESL learners. She believes she can learn more about the theories of second language teaching which will assist her teaching. This belief demonstrates her attitude about herself as continuously learning, developing and refining her theories and practices for ESL learning and teaching.

Video 1: Year 2

From the interview, work program and field notes, Mrs G indicated that the purposes of the lesson were:

- 1) to assist children to predict words that may be found in the story in order to practise the logical flow of English;
- 2) to help children understand the concept of words as related to the story;
- 3) to facilitate children's writing ability;
- 4) to familiarize the children with the use of the conjunction, 'but', and
- 5) to practise describing physical characteristics, and therefore increase children's vocabulary.

Description of the lesson

The story book - 'But Martin' (see Appendix 1) was used at the beginning of this period as part of the class theme work on space. The teacher described the pictorial cover and encouraged the students to read the title as a means of introduction. Then the teacher read the story.

In order to engage the children's attention in the text and story line, the teacher asked them to predict what might have happened to Martin.

Once she asked the children to predict, she read to them. She stopped at points and discussed the certain words with children. Whilst Mrs G was reading to the children, she focused on the contrasting characteristics of the human features, such as 'round face', 'huge nose'.

After finishing the story, four students who came from different nationalities were selected as subjects for other children to make impromptu descriptions on their different racial characteristics. The teacher led the discussion with questions such as the shape of their face, the colour of their hair. In order to assist with the children's writing, the teacher wrote these characteristics into two columns on the blackboard, "hair" and "colour". During the process of children giving their comments, the teacher rephrased and extended these and often referred back to the children's book. Reference to words in the book included 'fuzzy', 'straight', 'curly', 'spikey', 'long', 'short', 'ginger', 'blond/fair', 'brown' and 'red'. The teacher emphasised that the children could use these words in their descriptions when they did their writing.

Finally, the teacher asked the students to return to their seats and write their description. She reminded them to use the structure of the sentence '..... but', which was repeated regularly throughout the book. She referred back to one sentence of the story 'Angela gasped but Martin bleeped!'. Mrs G wanted them to try to follow the model in the book.

Besides the structure of the sentence '..... but', Mrs G also reminded the children that they needed to add apostrophe "'s" to the noun when they encountered the possessive form. The teacher encouraged the

children to use the vocabulary on the blackboard.

As the children wrote, Mrs G moved around listening and talking to individual children. At one point she stopped the class to explain again about the use of the apostrophe 's'. After twenty minutes, the teacher asked the children to sit in a circle and invited ten of them to share their story. She responded to each child's writing with praise and positive comments, such as "It's terrific"; "Well done".

From the field notes of the lesson, the transcripts of the interview, Mrs G's reflections on this year 2 lesson, the following beliefs about ESL learning can be identified.

The teacher's beliefs about ESL learning:

Second language learners need the opportunity to use second language.

"That's really important."

"The kids are talking, they're learning, so it doesn't really matter what they're talking about, at least they're practising their English. A lot of ESL kids don't speak English at any other time of the day, except when they're at school, so it's important that, while they're here, they talk as much as possible."

"They need to just get in there and have a go."

Children's literature is a useful teaching ESL resource.

"I like using children's literature a lot, to stimulate children's work and children's ideas It's much better than just using straight pictures, or whatever."

"The kids are interested in it."

Second language learners need models for learning.

"To give them the vocabulary and sentence structures that I hoped that they would use in their writing that day. It was like giving them a hands-on, if you will, exposure to the types of structures and the type of words ..."

"They're seeing that they can do writing which is comparable to writing in books, which I think is really important."

Learning a second language should be interesting.

"I hardly ever use the ESL materials that the government's been giving us for years, because I find they're not stimulating"

"You can't risk boring the kids."

"You may as well do it in an enjoyable fashion."

Second language learners can learn from the other classmates.

"I think it's good for them to share all the other kids' ideas."

Logical prediction can facilitate the second language learning.

"Predicting is really important for ESL kids."

"Understand the flow of a sentence, it's much easier when you're reading unknown words. So, predicting what might logically fit into a sentence, I think is a really important skill."

"Logical guesswork that's really good."

"The prediction skills, which I think are really important, particularly for ESL kids because they've got to be able to predict where the sentence is going. That's really important."

Second language learners' self-esteem and confidence need to be built up.

"He's a little kid that has pretty low self-esteem it was to build up the kid."

"No, not right I actually damage many kids' egos."

Children learning a second language must be immersed in a meaningful language context.

"To develop a skill it matches up with everybody else around them - it sounds the same."

"If they can hear the whole types of sentences that they might be expected to write, in a short while, then that gives them help."

"They will learn all of the parts of English - oral and written and reading - as they see it going on around them."

"I think that ESL kids need to hear those chunks of language."

Teacher's encouragement can facilitate risk taking which supports second language learning.

"More encouragement - it goes back to risk taking."

"Get some kind of reward or smile, or something, for actually trying to have a go, even if they were wrong."

Second language learners should feel successful and should work to achieve their potential.

"He needs badly to succeed, that kid. Because if he's repeating year 2 and he doesn't get a feeling of success this year, well, you know, that's the end of him. That's it."

"What I was trying to do was to show the kids that they can write the types of things that are written in books."

"They can have success in writing ... they're expanding their vocabulary, and they're getting ideas for their writing."

"He really needs a lot of encouragement."

Second language comes firstly from oral language which supports writing ability.

"You just throw it into the conversation as many times as possible, hoping that they will eventually do it ... they're more aware of the mistakes they've made."

"I want them to use that language orally, that I hope that they're going to write, when they start writing."

"I think the oral language is more important, particularly in the first place ... hope that the expertise that they pick up in their

oral language will then flow into their written language skills."

"... describing the kids in the class orally prompts them to do better writing."

Second language learners learn better if they are actively involved in their learning process.

"That's nice, if they're doing that, because they're finally having a go."

Second language learners should accept part responsibility for their learning.

"I suppose, mentally prepared They could be storing up bits of information that they want to use later on."

"They know what they will do for the morning, and they can get themselves organised, rather than just dragging them blindly through."

Second language learning involves all the language arts, listening, talking, reading and writing.

"I think they all must go together. They all reinforce each other."

"I think if ESL kids can hear whether an English sentence is correct, well, they're all the way there in learning it and there's not really any point in waffling about grammar and stuff like that."

"When you're in the classroom, you have to get in and have a go at all of it."

All second language learners are individual and that each teacher will respond differently to them.

"It would depend on which child you were talking about. Some of them are quite capable of having a go but they'll ask you just because you're around. Then you say, 'Well, just have a go.'"

Risk taking, "having a go" is a valuable condition for ESL learning.

"... they need a lot more encouragement. It goes back to risk taking, I guess. It's hard enough for English language speakers to take risks in their work and in their reading and so forth, but it's even harder, I think, for ESL kids to take risks because they're speaking in a language that they're not comfortable with in the first place, so it's a lot harder for them to take risks."

"They need to just get in there and have a go."

Beliefs about ESL assessment

Product is important when evaluating ESL learners.

"Just evaluating their productive language If I have to write comment about their language It's always those little bits of things that they're telling me I can evaluate that from."

Process is important in ESL assessment.

"I guess, ideas and willingness that they have to try to express their ideas."

Observation is important in ESL assessment.

"You can see them sitting there and they're stuck. You can see them worrying about how they're going to write a word, or just stuck for ideas, or whatever. You can pick the kids."

"I can see them worrying. So you can just go and help them."

Beliefs about teacher's role

She is a facilitator.

"My job is to care for ESL kids."

"I am their person, so they can talk to me."

"They (teachers) don't push them (children) through into this higher sort of academic English that they're going to need if they're going to succeed that's not good enough."

She is a model.

"You've got to keep presenting a good model."

Teaching practices that reflect teacher's beliefs

- She uses children's literature as a model for children's work and to stimulate children's ideas.
- She provides demonstration, positive feedback and modelling to the learners.
- She immerses children in the written and oral language.
- She provides opportunities for children to approximate the English language system, such as ".... but".
- She invites children to answer the questions.
- She provides opportunities for children to have expectations of their learning - "mentally prepared".
- She provides sharing time for interaction.
- She allows learners to work together but this is under direction and discretion of the teacher.
- She keeps learners on task through the questions she asks.
- She provides the non-threatening, safe atmosphere.
- She builds up the learners' confidence by using positive reinforcement.

Assessment practices that reflect her beliefs

- She assesses the logical prediction and the flow of English sentence.
- She assesses the meaning, ideas and willingness to "have a go".
- She evaluates whilst she is watching children at work.
- She evaluates students' products that provides a catalyst for them to go through into the higher sort of academic English standard.
- She evaluates through observation, talking to them, listening to them reading, watching them write, interpreting their responses to class activities.

Interpretive summary

In this session, the teacher has demonstrated reading, writing, talking and listening whilst she was giving the children the opportunity to read, write, talk and listen.

The teacher uses the story, But Martin, to model the students not only to learn to read but also to approximate English structures and stimulate their ideas. She encourages children to predict what might be seen in the story. After she invites four children from different races as subjects. She provides the opportunity the children need to

practise the English language structures by contrasting the characteristics of the human features.

She picks some of the useful vocabulary from the story book which related to the children's writing. Mrs G moves from whole text to the smaller parts of the language skills. She gives the opportunity to each learner to "have a go" in writing their own story. Finally, she provides opportunity for the learners to read aloud their story. She provides positive feedback too.

Her class organization for ESL learning, decisions based on observation, selection of activities and demonstrations, and encouragement of children interacting together show that she strongly believes that the whole language philosophy and approach can facilitate second language learning.

The classroom is thoroughly immersed in print and oral language, and provides evidence of the range of literary experiences and demonstrations ESL learners have to refer to. The teacher's expectations, demonstrations and class organization promote ESL learners to take responsibility for their learning and to be prepared to take risks and approximate. This language is not only accepted but encouraged. Mrs G provides correction and expansion of the language structures of English in her responses to the children.

She claims she has been strongly influenced by Cambourne's conditions of learning. It seems apparent that they are operating.

Mrs G has a strong faith in second language learning through social interaction. Her responses reflected whole language perspectives and

beliefs and she promotes her understandings of Cambourne's Conditions of Learning within her classroom practices and as a guide for her philosophical framework for her ESL program. She is aware that second language learning should be inductive.

Her assessment focus is based on both the process and products of learning. She uses observation and interaction as her main source of information to assess the needs of the learners, and demonstrates that the best help for the learners is that which is given at the point of need. Her evaluation is not threatening to her ESL students. She believes that talking with learners whilst they are working gives her the opportunity to give positive feedback to the students.

She demonstrates confidence in what she is doing because she believes that she is aware of why she is doing it. She was able to reflect upon her teaching practices, demonstrating confidence to change approaches if they do not work. She shows a high degree of consistency between what she says she believes, what she does and how she assesses.

Video 2: Withdrawal teaching – Year 4, and 6

From the interview, work program and field notes, Mrs G indicated that the purposes of the lesson were:

- 1) to encourage children to correct their grammatical mistakes;
- 2) to assist students to understand English structures;
- 3) to give the teacher opportunity to give personal attention to each student;
- 4) to check progress/output; and
- 5) to make 'sense' of storyline/plot.

Description of the lesson

At the beginning, the teacher took one student from year six and one from year four, in turn to the language classroom from his/her classroom. These students are both target ESL learners. The teacher sat alongside the individual child and asked him/her to read the piece of writing to her. In order to clarify their reactions, the teacher adopted the following steps:

- 1) she asked the students to read their writing;
- 2) the teacher then checked the piece of writing line by line;

- 3) the mistakes were corrected, especially on the aspects of orthography, syntax and morphology by the children with encouragement from teacher where necessary;
- 4) the teacher encouraged the students by giving positive feedback;
- 5) the techniques of writing were explained;
- 6) the children were encouraged to find the relevant vocabulary in the dictionary if capable; and
- 7) questions were asked as an aid to the brainstorming process. The teacher immersed the children in a non-threatening and stress-free environment and reinforced students' self-confidence in their writing. The children were encouraged to approximate the English language system in their writing.

The teacher's beliefs about ESL learning

The development of second language writing ability is an outcome of oral language development and that learning writing in second language should occur in similar ways to learning to speak in second language.

"I think you learn it by ear."

In upper classes, the ESL children should learn how to write standard English.

"I believe that they should be writing standard English. That they shouldn't be writing in incorrect English. I think, in the upper grades, that you've got to be more and more careful about it."

Second language learning occurs naturally.

"I think you learn it as you go along."

Second language learners learn better if they are actively involved in their learning process.

"You can't just take up their books and correct them and give them back and not explain what they're doing wrong, or how they could make it better."

"It would probably be much better if you could sit there with them and they could actually rub it out and write it in again."

"If they can actually tell me how they could make it better, well, that's better than me telling them."

"If I can ask another question, so that they finally see the point, it's better than me just saying, 'Well, this is the way you do it. Do it that way.'"

"By talking to the teacher about these mistakes that they've been making, or whatever, that they will actually remember them."

ESL children should accept part responsibility and expectation for their learning.

"The kids can see what kind of mistakes, or where they could actually make their writing better."

ESL learners need to access to conventional English.

"I think it's important that they learn the correct model, that they learn the correct way to do things."

ESL children should have a sense of ownership of their work.

"I think that's got something to do with ownership ... try not to take over a piece of work."

Second language learning should occur in a non-threatening environment.

"Not sort of bore them to tears by telling them about it before they're actually going to use it."

Confidence is important to the second language learning.

"It's important for English speaking kids to gain confidence in their writing and it's probably more important for ESL kids."

ESL students should feel confident and work to achieve their potential.

"... they're going to feel more confident about doing more writing. They're really going to want to produce more for you."

Through demonstration, the ESL children learn.

"I think you learn it as you go along ... You can introduce those types of things exactly where they need to know it."

"It's all working towards improving their piece of work. Pointing out to them where they could have added a description or pointing out to them where it would have been better to use a different word, or use a more complicated word, or something. It just works towards a better piece of writing, in the end."

"... they should have more input and that they should do more of the work themselves."

One to one situation is beneficial to second language learning.

"I think it's one of the most useful things you can do ... you can actually sit down with the child and give a lot of individual attention, which is very necessary. It's really good for the shyer type of kid, who will give a lot more in a one to one situation."

"It's better just to sit down one to one and explain what's going on."

High expectation of ESL children will get higher academic attainment.

"Just near enough is not really good enough – particularly if you hope that the child will reach a good – a high academic standard."

During learning second languages, all language arts, reading, writing, speaking and listening, come together.

"You don't try to teach kids how to speak before you teach them how to read before you teach them how to write. They do it all together, at the same time. You can't really separate the processes. You can't concentrate on one of the processes."

Children's literature is a useful teaching ESL resource.

"I much prefer to use literature ... and it's much more interesting for the kids, and you can use that for a starting off point."

Beliefs about ESL assessment

In assessing ESL learners, the sense of the language is more important than the grammatical and spelling products.

"I'd probably look to see it make sense ... then I would look to see if the ideas are actually in a logical sequence ... then I'd probably look at the individual sentences to see if the grammar's correct and, probably, last thing I'd look at is spelling."

Observation and interaction are useful assessment processes.

"I usually observe them while they are doing their work and talking to the work with them."

ESL assessment is a continuous process.

"Evaluation should be continuous rather than periodic."

Beliefs about teacher's role

She believes her role is a facilitator.

"Just help children with their written work."

"I try to facilitate the process."

Teaching practices that reflect teacher's beliefs

- She goes through the learners' work and points out where they make mistakes, or where they can fix it up or where they can make it better.
- She sits down with the students and talks to them.
- She allows students to correct their mistakes.
- She uses learners' mistakes as a focus for demonstration.
- She encourages children to approximate the standard English.

- She provides the correct model.
- She provides the high expectation on the learners learning, these as a source for promoting children's academic standard.
- She uses questions to motivate students to brainstorm their ideas.
- She invites children to read through their work and try to correct their work themselves.
- She explains learner's mistakes to them.
- She provides more input for the learners.

Assessment practices that reflect her beliefs

- She assesses her ESL students while talking to them, listening to them read and watching them write.
- She evaluates her student's focus on the 'sense'.
- She tries not to take over the learners' works.
- She invites her students to correct their work themselves.
- She evaluates learners' products and that provides a catalyst for them to go through into the higher level of academic English standard.

- She builds up a written profile.

Interpretive summary

In this session, the teacher has demonstrated reading, writing, talking and listening whilst giving children personal attention. The children had the opportunity to read, write, talk and listen. The role this session plays is that of giving the teacher and children an arena for second language learning to occur.

The teacher uses a great deal of positive feedback because her major focus is to develop in students a positive attitude towards second language learning. Her language classroom offers a non-threatening, safe learning environment.

Having finished reading their writings, the teacher reminds the students that they are expected to be able to approximate the standard English. The students are responsible for their own learning and correcting their own mistakes. She believes that older children particularly need to gain control over standard English as they are judged more and more by their written work in senior grades. The teacher provides the students with opportunities to engage and practise in a non-threatening atmosphere. The students are offered the opportunity to approximate the writing skills of adults' and to use words as tools to convey their ideas and impression.

Mrs G's practices demonstrate that she has a sound understanding of the philosophy of whole language and can put it into action. She appears to be at ease with her current practices. She is comfortable with her beliefs about whole language and the classroom practices arising from those beliefs. She organizes her class to facilitate her beliefs and the goals she has for children learning a second language. These reflect her understandings of whole language.

As it is an important part of her beliefs, she encourages children to take responsibility of their learning. She provides a variety of demonstrations, to allow her students to approximate the standard English, provides the opportunity for children to engage and she gives them positive feedback.

She feels confident about what she is doing because she believes that she is aware of why she is doing it. She shows a high degree of consistency between what she says she believes, what she does, how she assesses.

Video 3: Kindergarten

From the interview and field notes, the teacher indicated the purposes of this lesson were:

- 1) to record the students' view on what they had seen when they went on a picnic.
- 2) to assist children's understandings of the vocabulary of 'a picnic' and 'a barbeque' as related to the teaching unit and to facilitate the children's writing ability.
- 3) to stimulate the students to write about their picnic.

Description of lesson

The teacher used a big version of the picture book as a part of class theme work on 'picnics' and to motivate children's learning. Before examining the picture book, the teacher explained the differences between 'picnics' and 'barbeques' as there seemed to be a confusion of these two concepts among the children. The teacher described the picture book in detail. She used questions to recall their experiences as related to the children seen in the picture book. In order to involve the children actively, the teacher introduced all parts of the picture.

Before the children moved into writing, the teacher invited all children to close their eyes and think about when and where they went for a picnic.

In order to teach children writing conventions:

- 1) from left to right; and
- 2) from top to bottom

the teacher wrote down "I went on a picnic" and "I went on a barbeque" on the blackboard as a model to help children write.

While reading the sentences, the teacher rubbed out the words 'on a' and explained to the children that she did this because these two words were written too close. Following this explanation, the teacher rewrote the words 'on a' with a space between the words. The teacher asked the children to go back to their seats and write their own story. When the children were writing their stories, the teacher moved alongside the children to assist them.

With the purpose of facilitating the children's writing ability, the teacher used the following strategies:

- 1) ask questions to reinforce their imagination.
- 2) encourage them to use vocabulary from the blackboard.
- 3) write the sentences for the children.

From the field notes of the lesson, the transcripts of the interview, Mrs G's reflections on this kindergarten lesson, the following beliefs about ESL learning can be identified.

The teacher's beliefs about ESL learning

Peer modelling can benefit the second language learners.

"... we had Australian kids in the group, who were providing a model for the ESL kids. That fits in."

Second language learning should occur in a non-threatening and free situation.

"I think they're (picture talk) a bit too teacher directed and they don't give the kids - the kids don't feel free to express their ideas. They're kind of pumped to tell you things but they're not actually just using language freely, so it's a bit of a worry."

Oral language and written language are both important and interrelated in second language learning.

"I just show them the simple usage of the sentences on the start and hopefully they will did the kids' oral English as well."

Immersion and demonstration both are the important means to learn a second language.

"Yes, probably the kids got to know how the letters are written,

how they get into the words, how the sentences begin to finish ... when I wrote up the couple of sentences, I demonstrate how the letters are written, how the words read and that facilitates kids' writing ability."

"The language going on around the kids. It is always on the wall and always charts all over the place, so it's brilliant for the second language learning."

Access to the teacher in small groups for second language learning is beneficial.

"Such as team teaching, like we have three teachers in the room at this stage so it is pretty good."

Second language learners need to write everyday.

"I think it is absolutely sit down and try to write everyday."

There are strong relationships between reading and writing in supporting ESL learning.

"Perhaps to find the words or put the words up, they could use immediately in the writing but also to help with the beginning of reading/ I model 'went on the picnic' or 'on the barbeque' on the blackboard that just show them how those words are written and read."

Second language learning needs to suit the learners' experiences.

"I suppose it's (the picture talk) a way of doing it, but it's not really the best way. The best way would have been to go on a picnic."

"Yes. absolutely because they didn't have the experiences to base the language on. They didn't have any idea what I was talking about, basically."

"Well, I hope they would take their experience to the picnic and learn."

"... they didn't because they have little experience of picnic or don't feel there."

"Give the kids some sort of experience to base on their learning."

Confidence and ownership should be built up which can facilitate second language learning.

"You can give them a lot of positive feedback and they can feel good about themselves and then they'll want to answer questions in the future."

"She (Thao) could 'have a go' and it is not the time to start telling that she was wrong because she was just 'having a go' writing something. I couldn't tell her the work she had done was wrong."

Whole language situation facilitates ESL learners learn a second language.

"Learning the second language is very easy and kindergarten classrooms are very good usually in whole language situations."

Second language learning is a natural process.

"I think it is painless, it is natural, it is easier for kids in kindergarten to pick it up because there is no pressure."

High expectation on second language learners will get high academic attainment.

"Yeah, but I think you've got to aim high, so the kids will give you the best, and so you stimulate the bright children."

Second language learners need adults' help during their developmental process.

"... kids need a lot of adults' help."

Learning a second language is easier when the child is younger.

"(kindergarten) kids are so close to learning the first language that learning the second language is very easy."

Beliefs about teacher's role

She believes her role is to be a model and facilitator.

"And also the kids are afraid to make mistakes, when they see teacher making mistakes, it is the best thing to do."

Beliefs about ESL assessment

When assessing the ESL learners, the learning process is important.

"At least, I could understand what he understood, then, even if he didn't have the oral language to explain it to me. I understood that he understood what I said."

"Looking at or listening to his responses to the questions."

Idea is important when assessing the ESL learners.

"It's (pointing to the picture) almost like an evaluation tool for me because I can see what the kids can understand and I can see how much language the kids can produce, although they won't produce as much language as they know, in that situation because it's a bit too formal. You can get a bit of an idea of how much language they can produce."

Teaching practices that reflect teacher's beliefs

- She allows children to 'have a go'.
- She provides a model for the children.
- She uses children's literature.
- She begins her language session with a demonstration about the concepts of 'picnic' and barbeque'.
- She invites students to come to point at the animals.
- She provides the opportunity for the children to engage in their writing.
- She immerses children in the oral language.
- She provides positive feedback.
- The language session promotes social interactions as an integral part of children's sources for learning.
- She demonstrates the writing process, and ways of fixing up the writing.
- She provides for each individual's personal attention.

- She provides an opportunity for the children to approximate the standard English structure.
- She provides opportunities for children to practise writing in their second language.
- She shows how the letters are written, how they get into the words, and how the sentences begin and finish.

Assessment practices that reflect teacher's beliefs

- Evaluation is ongoing procedure, she evaluates and helps her students while she is observing.
- She evaluates the children by listening to their responses.
- Her evaluation is not threatening to her students. She talks with her students while they work.
- Her focus is on 'what level of language they are (the learners) functioning with.'
- She evaluates the children's responses to the questions and that provides a basis for teaching while 'matching up the level of what you're teaching to the child's needs.'
- Evaluation focuses on the oral language and what meaning they want to convey.

Interpretive summary

In this session, the teacher has demonstrated writing, talking and listening whilst giving children the opportunity to write, talk and listen.

The teacher used the picture book as an avenue for demonstrating several writing strategies. It provides the stimulus; the language text (the whole text) from which she can demonstrate the skills (the parts of the text). The teacher asked questions about the content of the picture book to assist the children recall experiences of a picnic and also help the children to develop the concept of 'picnic' and 'barbeque'. From the beginning, the children were encouraged to become aware that language conveys a message.

The teacher wrote down the sentences to demonstrate how standard English is written. The teacher gave the children the opportunity to 'have a go' on individual writing.

The teacher demonstrates her understandings of whole language theories by adopting and encouraging through her teaching practices: demonstrations that include how a sentence is written, how to fix up the mistakes. She allows and actually encourages spelling approximations and risk-taking. She encourages children to group together, to interact freely.

Mrs G believes that there are strong links between talking and writing for the development of a second language, and that there are

indicators to guide children's second language attainments and developments. Provision of a wide range of experiences allows children to learn about written language and its relationship to oral language.

She believes that approximations are an important aspect of learning a second language and that they promote children's attempts to move forwards towards standard English. Social interaction promotes second language learning.

She is very aware of her beliefs and confident about herself as ESL teacher. She demonstrates reading and writing processes in front of the children and uses shared book experience. She reads to the children and she encourages them to write daily. She shows a high degree of consistency between what she says she believes, what she does, how she assesses.

Summary of Mrs G

From the focused and unstructured interviews, field notes and participant observations, the following categories show Mrs G's ESL beliefs explicitly.

Second language learning is parallel to first language acquisition, which involves all four language arts (talking, listening, reading and writing). By talking to teachers and native speakers in a small group, the learners practise and receive positive feedback and models. Thus the learners develop positive attitudes towards learning the target language which promotes risk-taking, confidence and a feeling of success.

Second language learners need to be immersed in whole, meaningful language contexts both spoken and written. Through interaction with complete and meaningful forms of language, they acquire skills in using the target language.

Knowing a second language involves the ability to create meaning and to understand the meaning created by others. Thus the senior grades need to be more aware of standard English.

Second language learning should be interesting. Thus the role of ESL teacher is a facilitator rather than an instructor whose energies aim to develop meaningful and integrative environments for the development of language effectiveness.

The assessment processes are ongoing. They involve evaluation of products and process. Through observation, the teacher views students' errors as indicators of the learners' language development. Teachers need to build up formal written profiles which enable teachers to understand the strengths and weaknesses of learners. Thus when one examines the beliefs about the teaching of English as a second language and the classroom practices and assessment process of Mrs G, it is evident that there is a high degree of congruence. This congruence exists not only between beliefs and practices but also within the beliefs that she holds for the teaching of English as a second language.

These beliefs are consistent with those underlying the whole language approach. These beliefs are reflected in her classroom practices, her organisation of the classroom environment, the goals she sets for learners and her planning documents. There is an emphasis on providing for the Conditions of Learning as outlined by Cambourne (1988) and her practice clearly provides opportunities for these to operate at an optimal level. She herself claimed from the first interview that the Conditions of Learning were a sound theory for ESL as they are for learning a first language. It is useful to categorise her beliefs and practices within the framework of the Conditions of Learning in order to examine the two levels of congruence of beliefs: between beliefs and practices and within her beliefs.

Demonstration

Children are provided with model of written and spoken language.

By having literature read aloud to them;

Through shared book experiences;

Through interaction with other children;

Through writing conferences.

Children read from a variety of print displays in and around their classroom.

Children are provided with explicit demonstrations that show written language is constructed differently for specific purposes.

Immersion

Children are immersed in literature, environmental print and spoken language which are meaningful and whole contexts.

Children are provided with daily opportunities to engage in the writing and reading process.

Engagement

Children are provided with opportunities to engage in oral language while feeling secure about taking risks.

Children are provided with opportunities to engage in the process of writing so that writing becomes a tool for reflection, recording, creating and making "bridges" between known and new knowledge.

Response

Positive responses are given to children's attempts at using oral and written language.

Approximation

Children are encouraged to approximate the standard English system when children and teacher are jointly participating in writing sessions.

Responsibility

Children are permitted to take responsibility on their own learning.

Expectation

Teachers expect children to take responsibility for their own learning. There is an expectation that older students need to be more aware of Standard English than younger students.

The following table summarizes the relationship between Mrs G's beliefs for ESL learning and her teaching practices which interact with the Conditions of Learning, the practices that reflect her beliefs of assessment and her beliefs of the role of ESL teachers.

<u>Teachers beliefs</u>	<u>Teaching practices</u>	<u>Interaction with Conditions of Learning</u>
-Second language learning should be interesting	-use children's literature. -picture books. -refuse to use the government's stuff. -get some kinds of reward or smile.	-Immersion.
-Second language learning needs practising.	-use children's literature 'But Martin' to predict the vocabulary and approximate the English structure 'but'. -daily writing. -share reading.	-Immersion, Practice, Approximation, Engagement, Responsibility, Feedback.
-Second language learners should be immersed in a meaningful context.	-wall display and encourage students to talk to each other.	-Immersion, Engagement, Feedback, Approximation.

<p>-Learning a second language, learners' self-confidence, self-esteem, feeling of success should be built up.</p>	<p>-listen to the children intently. -ask the children to answer questions who do not usually put their hands up. -encourage the second language learners. -provide positive feedback. -let the student know the other children also have the same mistakes: was with 'a, z'; they with 'a'. -pay personal attention.</p>	<p>-Immersion, Feedback, Approximation, Expectation, Engagement, Encouragement, Responsibility.</p>
<p>-Risk taking facilitates second language learning.</p>	<p>-provide encouragement. -draft writing.</p>	<p>-Encouragement, Responsibility, Approximation, Feedback, Engagement.</p>

-Second language learning needs model.	-refer book often. -share book reading. -sharing time. -demonstrate from the teacher. -turn around the story book to highlight the correct spelling.	-All conditions.
-In upper grade, the learners need to acquaint with using different registers/ genres.	-correct the grammatical, orthographical and morphological mistakes in teaching upper grades.	-Encouragement, Approximation, Expectation, Responsibility, Feedback, Engagement.
-Second language learners also need to have their expectation of their learning.	-tell the teaching procedures at the beginning of the lesson.	-Expectation, Responsibility.
-All language arts are interrelated when learning a second language.	-ask students to give the answer in a whole sentence orally.	-Practices, Engagement, Immersion, Responses, Approximation.

-High expectation for ESL learners can get higher academic results.	-keep pushing learners onwards and upwards into a more academic sort of mode.	-Expectation, Approximation, Demonstration, Engagement, Practices, Feedback, Responsibility.
-ESL learners should write often.	-daily writing session.	-Practice, Engagement, Approximations, Responsibility, Feedback, Immersion, Demonstration.
-Second language learning should come from interaction.	-sharing time.	-Immersion, Feedback, Practices, Engagement, Approximation, Demonstration.
-Second language learners learn more easily when they learn at the point of need.	-tell learners spelling and apostrophe 's'.	Demonstration, Approximation, Feedback, Engagement, Practices.

-Experiences are	-share	book	Immersion,
useful for the	experience.		Approximation,
learners to learn	-picture talk.		Engagement,
second language.			Demonstration.

Table 4.1 the summary of Mrs G's beliefs about teaching English as a second language, her practices and the interaction of Condition of Learning.

Table 4.2 Beliefs about the role of the teacher:

<u>Teacher's belief</u>	<u>Teaching practices</u>
-ESL teachers play the role of facilitator and carer.	<ul style="list-style-type: none"> -provide positive reinforcement. -add more input to push learners to higher academic attainment.

<u>Teacher's beliefs</u>	<u>Assessment practices</u>
-Products are important.	<ul style="list-style-type: none"> -focuses on flow of English sentence. -focuses on logical prediction. -focuses on correct spelling.
-Ideas are important.	<ul style="list-style-type: none"> -evaluates the ideas and willingness. -evaluates on what level of language the learners are functioning with. -focuses on logical sequences.

-Processes are important.	-focuses on learners how to edit their writings.
-Evaluation needs to suit the learners' capability.	-spells the words or says 'have a go'.
-Evaluation is the painless process.	-evaluates students' works in the non-threatening situation, sit down with the learners and talk to them.
-Evaluation is ongoing process.	-builds up a written profile.

Table 4.3 The relationship between teacher's beliefs and assessment practices.

Overall Interpretation of the Primary School Teacher

The case study teacher demonstrates her beliefs that second language is learned best when learners are immersed in meaningful and whole contexts. That is why she selects children's literature as the teaching resources to stimulate the children's ideas. As well, she believes the 'teaching point' is a perfect time to teach second language, that she always refers back to her beliefs whilst she is teaching and making decisions.

Her beliefs and practices focus on co-operative rather than competitive processes for ESL learning. She allows children to take responsibilities for their own learning. She believes that the students should take responsibility for their own learning and obviously, this belief is reflected in her practices. The students accept responsibility for making choices and working independently. The students learn the second language as they 'go along'.

Because she believes that self-esteem, ego and confidence are important factors in contributing to the learning of a second language, she provides a great deal of positive reinforcement and feedback to her students which in turn supports them to take risks in the attempts to use the target language.

She highlights the approximations as the important factor for developing second language and positive attitudes towards learning. She expects that the upper grade children need 'to be familiar with using different grammatical structures and if they're not exposed to them, then they're not liable to pick them up.'

She sits down with the learners and gives a lot of individual attention and explains what's going on. This reflects Mrs G's beliefs that second language learning needs a lot of 'adults' help'. The data show that Mrs G's approach to ESL learning is focused in the area of shared book experiences and process writing. She is much more aware and more confident about herself as an ESL teacher and she demonstrates reading and writing processes in front of the children. She reads to the children and she encourages them to write daily.

She strongly believes that ESL learners need praise and encouragement, high expectations, good attitudes to reading and writing, freedom to share, to ask questions when they need to, and to be given more responsibility for their own learning.

She was aware that her role is a 'carer' rather than director. She 'doesn't bawl them (the learners) out of they (the learners) get it wrong'.

She believes that evaluation is both processes and products. Her assessment focuses on the 'ideas and the willingness' rather than 'grammar and spelling'. Further, her beliefs and practices reflect her constant evaluation primarily through observations as a main source of data collection method.

She has some significant views about ESL education. She has been influenced by her own children's language growth that she wants to embrace its principles and implement its practices. She is able to do this because of completeness and consistence grasp of such principles and practices. She can articulate her beliefs clearly and with confidence. This is reflected also in her practices. She is confident about what she does in the classroom; the decisions she makes at the planning stage as well as the decision making process which goes on during the lessons because she is assured that her beliefs are based on sound English learning philosophy.

This philosophy is supported by the context within which she works. Both the school policy and programs and her fellow teachers demonstrate similar beliefs and practices.

Case Study 2: The high school teacher - Mrs H

Mrs H received her Diploma of Teaching in 1981. She later received her Bachelor of Education and is presently enrolled in a Master of Education.

Mrs H has taught for a total of eight years. Three years casual teaching at A High School, five years at B High School, where she now has a permanent position as the English as a Second Language teacher.

During her eight years of teaching, she has not attended any professional development courses related to her language teaching nor ESL teaching and learning.

Mrs H indicated that her second language teaching beliefs have developed while she was teaching in A High School and through her own reading. She indicated she is keen to learn more.

Video 4: Year 11

From the interview, Mrs H indicated that the purposes of the lesson were:

- 1) to give students confidence in reading, writing, listening and speaking;
- 2) to assist students use of the English language effectively, especially the written form, through developing knowledge of grammatical conventions;
- 3) to develop an enjoyment of writing;
- 4) to develop the skills necessary to produce a good piece of writing;
- 5) to use writing as a means of learning; and
- 6) to develop the concepts of 'unity' of the passage.

Description of lesson

There were 3 Year 11 students in the group. Two boys sat together, the girl on her own. The teacher sat at the front at her desk. At the beginning of this lesson, the teacher invited the students to read aloud the text, paragraph by paragraph, one by one. After reading the text, 'Monsoon Lands', the teacher asked the students to comment on whether they thought this passage was a good one and had 'unity' or

not. The students appeared to not understand and were silent. The teacher then attempted to explain what 'unity' was and that a paragraph needs linking words.

In the process of reading another passage (see Appendix 3), the teacher asked questions to try and highlight the cohesive words in that passage. In order to teach the basic concept of cohesion, students were invited to answer the following questions:

- 1) Is it a good passage?
- 2) What is the topic sentence of this passage?
- 3) What is the main idea of this text?
- 4) What are the controlling ideas of this text?
- 5) What are the linking words?

Students responded hesitantly to the above questions. The teacher then explained how to do the exercise, that is, to underline all the "connecting words" in the passage. This passage came from another reference text book, and appeared to have little connection with the passage on 'Monsoon Land'.

With the purpose of jogging the students' memory and giving them more information about 'the unity' of the passage which related to what pupils were supposed to already know, the teacher distributed a list of connecting words (see Appendix 3) and invited the students to

answer the impromptu responses to ascertain their predictions, and whether they were corrected or not.

Before the teacher distributed the next activity, the text book "Better Writing, Clearer Thinking", she re-focused back on the passage "Monsoon Lands". The teacher impressed on them the premise of this lesson, that is, the 'unity' of the passage. Mrs H invited one of the pupils to read aloud the text in "Better Writing, Clearer Thinking". The teacher then explained the basic concepts of this context. In order to assist students' writing ability, the teacher highlighted the connecting words which were appropriate to the objectives of this lesson. This was the third passage students worked with. Mrs H wrote down the responses on the blackboard:

"Sport has a number of uses:

- it helps health;
- it increases activity;
- it's good fun;
- it makes you feel good; and
- it's good for discipline."

Before the students were asked to write their writing, the following advice was given:

- 1) pay more attention to the 'unity' of the passage;
- 2) if they have questions, ask her;

- 3) not to worry about the spelling, grammar, etc; and
- 4) it is only a draft.

Whilst the students were writing, the teacher watched each pupil and provided personal attention. She moved around, talked to the students and corrected their writing.

From the participant observations in the classroom, interviews and the work program the following beliefs can be identified.

Beliefs about second language learning

She believes students cannot write until they have sufficient knowledge of second language.

"They didn't have enough language and they didn't have enough knowledge of words to be able to write a sentence."

She believes hearing the rhythm of written language can facilitate the second language learning.

"They read it, they might hear what was wrong with the paragraph."

"When they read it themselves, they pick up the mistakes and things."

She believes spoken language and written language are both important when learning a second language.

"It's important that they can speak using the language. Once the spoken language improves, the reading and the writing improve and this incorporates the listening, as well, because they've got to be able to understand what they're hearing."

"They're both important."

Second language learning need models.

"Give them (students) a couple of examples of where it's (linking word) used, so that they can see how it's used. That's the best way out of it. That's the only way I've found out of it."

Second language comes naturally.

"I think that they hear often, that will come naturally."

Immersion in rhythm of words and flow of language is valuable for second language learning.

"They're getting the rhythm and the flow of the language, even though they're still very stilted. They're learning how to use words – English words."

The teacher needs to be responsible for the 'parts' or 'bits' which students need to learn. Second language learning is a part to whole act.

"That's probably an important lesson for ESL students, but not at this stage. Probably later on."

"Yes, that's into my concept of ESL learning but as I said, not right at this stage. I think that that's something that we build up to."

Confidence is an important factor whilst students are learning a second language.

"They lack a lot of confidence."

"With confidence, (learners) were able to go into classrooms and say, 'Well, I don't understand that. Please could you explain it?' They need the confidence."

Being literate in a first language can support students learn a second language.

"We've got a lot of students who were born here, who aren't literate in their first language and they're the ones that I have most problems with."

"Because they've got something to go back to, if they need to."

In second language learning, the learners need to begin with the basic skills firstly, then slowly accumulate knowledge.

"It is difficult for the ESL students as they often don't have the skills necessary to write before they begin writing essays."

"She needs more assistance with the basic skills before she tackles the more complex tasks being expected of her in the high school."

"The students weren't ready for that lesson. They needed more work on basic skills."

"They hadn't had the work beforehand, to be able to do this."

"At this stage, they just weren't ready for that."

Positive reinforcement assists second language learners learning second language.

"They need all the positive reinforcement."

"It's such a major thing for them, that they need to have some reinforcement."

Shyness is a major psychological barrier of second language learning.

"They were all shy. I had tried to get them to interact with each other but with no success."

"It would have been better if they'd sat in a group of three but they were all very, very shy."

Reading enhances second language learning.

I thought that if they read it through again that something would happen in their minds and they would remember what we'd been talking about."

"The idea of getting them to read it through again was that they'd read before, would start to jog their memories."

"They (children) would recognize them (connecting words) when they were reading."

Second language learning involves risk taking.

"They wouldn't try to write it correctly the first time."

Second language learning should be on task and it is the teacher's responsibility to keep students on task.

"To try and keep them on the topic."

"I am looking to see if students are understanding what they are supposed to be doing. Making sure that students are on task."

Beliefs about second language assessment

She believes assessment should focus on the productive language within the classroom situation.

"They see those words but they don't really know what they're there for, a lot of the time."

"Not being able to understand questions that they're given in class to answer; not even being able to understand the whole lesson ... How go go about answering the question ... How to write ... doing that properly - that writing - the different types of writing."

"They can't answer the questions."

"They can't say it in the correct way."

"They have individual problems that can't be dealt with in a whole class situation."

"He doesn't understand a lot of the words."

"If they predict, you can see that they understand it."

"I'll also assess their spoken and written language (by observation within the classroom situation)."

She believes assessment is best carried out by focusing on learners' behaviour.

"They couldn't remember what a linking word was, for a start and they obviously weren't understanding a lot of what I was talking about."

"Mainly see how they participate in the discussion in the classroom."

"I assess them through observation, listening to them reading, watching them write."

Beliefs about roles of teacher

She believes her role is to help students.

"My job is to help them."

"I let them know that I was there to help them if they needed help."

"When it's obvious that they need help, I think you should help them."

Teaching practices that reflect teacher's beliefs

- She provides positive feedback and models.
- She asks questions to help students to recall the last period.
- She invites students to read the passage.
- She provides opportunity for students to approximate the English language system in writing session.
- She permits students to use their first language dictionary.

- She provides positive reinforcement.
- She tries to provide a comfortable environment.
- She invites learners to answer the questions.
- She provides many sheets of discrete exercises for practices in English structures.
- She provides individual attention.
- She uses students' performance on class activities as a basis for future planning.

Teaching practice that reflect teacher's assessment beliefs

- She evaluates learners while she watches them at work.
- She evaluates learners' productive language - oral and written.
- She evaluates through observation, talking to them: listening to them reading and watching them write.
- She corrects the mispronounced words.

Interpretative summary

The data show that Mrs H is more inclined towards the structural skills-based model of ESL education. She relies on text books and work sheets to improve students' linguistic skills.

Although she asks students to give responses during the lesson, she tends to dominate the talking. She continuously asks questions and focuses on the concept of 'unity' even though students did not seem to remember from the last lesson, nor understand what was being asked.

She moves around the classroom a lot, talking to individual students and often giving specific tuition in linguistic skills. Although she believes shyness is a barrier to their learning, she does not seem to make any attempt to break down this shyness. Her language and the lesson are generally very formal.

According to the interviews and observation field notes, the data show there is some inconsistency between what she says she believes, what she does and how she assesses.

Video 5: Year 8

Mrs H pointed out the purposes of the lesson were:

- 1) to give students confidence in reading, writing, listening and speaking;
- 2) to develop an enjoyment of writing;
- 3) to develop the skills necessary to produce a good piece of writing;
- 4) to read and share their writings with others;
- 5) to give constructive advices to other students;
- 6) to get a piece of writing to the publishing stage;
- 7) to illustrate their piece of writing; and
- 8) to display their writing for others to see.

Description of lesson:

The teacher used the 'writing folder' as an aid to facilitate students' writing abilities. In order to brainstorm their ideas on writing and recall the experiences from a previous lesson, the teacher asked questions about the content of the last week at the beginning of this

period. The teacher invited them to respond to the question: Do you believe U.F.O's exist? After settling down all the students, the teacher led the discussion about the focus question and helped the students to think about it. Before she wrote the students' responses, the teacher reminded them how to:

- 1) structure and organize the ideas;
- 2) gather information.

After she had explained the skills, the teacher invited the students to share their ideas and she wrote down their impromptu responses on the blackboard:

For

- evidence
- photos
- people saw
- newspaper, articles,
TV shows have reported

Against

- stories for money
- no proof
- no real picture
- you don't see them

Before the students wrote their writings, the teacher explained they should

- 1) to try to write new words; and
- 2) not to worry about the spelling, grammar, etc. ...

Whilst the students were writing their writings, the teacher walked

around and provided personal attention on spelling and grammatical mistakes with each pupil. When the students finished their writing, the teacher invited them to re-read their work, she corrected their spelling and grammatical mistakes and marked them in front of them. During the writing session, the children were not allowed to talk to each other.

From the observations, interviews and work program the following beliefs can be identified:

Beliefs about second language learning:

Second language learning involves all the language modes.

"all the four skills are involved. They've got to listen, they've got to read, they've got to talk and they've got to write."

Models support second language learning.

"they would not have known how to write some of those things. They needed to have visual help."

Second language learning is an accumulated matter.

"I think it's good for them, ... to see all their work together, and they can see what they've actually achieved and then they can go back and re-read what they've read before."

Students cannot write until they have sufficient knowledge and ideas of the second language.

"I didn't think they'd have enough ideas by themselves. I felt that we needed to combine all our ideas.

"there wasn't enough thinking ability between them all. They needed to share ideas."

When learning second language, writing holds a more dominant role than the others.

"I felt that they needed to write. I thought writing may be a good way of teaching them because reading is very poor."

Second language learning would be easier when learners are involved in a communication situation.

"second language learners learn effectively when they are in interaction situation."

"Use other students as teaching models. They see how the other students do it and, hopefully, they learn from it."

Second language learners need to take responsibility for their own progress.

"if they correct it themselves, they become aware of the problems they're having ... It's got more meaning for them. I think they've got to learn to go through and re-read and correct their own work."

Students need to be able to monitor the own success when learners learn second language by listening to the flow of this language.

"When they read it aloud, they become aware - they hear the errors they've made ... a lot of correcting to be done after they've read it out because most students can pick out, from their reading aloud, what the mistakes are."

Confidence can enhance second language learning.

"They have discipline problems in classrooms, which they continue on with because of the lack of confidence because they're not understanding a lot of what's happening in the class and that's one way of covering up what they're not understanding."

Second language learners need to be sensible. Teacher needs to keep students on task.

"because the children weren't going to work near one another, they were just going to be stupid ... At least, if you get them on their own, their likely to be a little bit more sensible and, maybe, do a little bit of work."

Beliefs about the role of the teacher

- Teacher needs to provide a positive reinforcement.

"Maybe, I should have given them a bit more positive reinforcement than I did. I think I did ... that was bad."

Beliefs about second language assessment

- She believes assessment should be focused on the productive language.

"getting some ideas in their head and writing them down and, from there, try to build on their ideas, into a story."

"They can talk to you about things."

"They had written quite a lot."

- She believes observation is an important assessment procedure.

"Yes, definitely."

Practices that reflected teacher's beliefs:

- She provides an opportunity for learners to approximate the English system.
- She invites learners to share their feelings.

- She uses the writing folder to facilitate learners' expectations
- She provides opportunities for learners to listen to others' constructive criticisms.
- She writes down all the ideas on the blackboard.
- She invites slow-learners to participate in the activity.
- She provides personal attention.
- She asks learners to sit separately.
- She provides positive reinforcement.
- She invites learners to correct their mistakes by re-reading their texts.
- She encourages learners to write more.

Practices which reflect teacher's assessment beliefs:

- She focuses on learners' products (oral and written).
- She evaluates whilst learners were writing.
- She corrects learners' mistakes focusing on the grammatical and orthographical aspects.

Interpretative summary:

The evidence indicates that Mrs H is more inclined towards a structure-skills based model of ESL education. Although she indicates she believes learners learn more when they interact with each other, observation, field notes and videoed scenario indicate she prefers an orderly classroom with little or no student talk during working. She affirms that the learners can "do a little bit more work" when they are sensible.

She worries about learners' academic results to the extent that Mrs H tries to correct all students' grammatical and orthographical mistakes as she is working with the individual learner.

Although she asks students to respond to the questions: Do you believe U.F.O exist?, Mrs H's interactions with the children are noticeably teacher-centred. She designates the specific learner to answer the question and does not allow interactions between students.

According to the interviews and observation, and field notes, the data show high degree of inconsistency between what she says she believes, what she does, how she assesses.

Video 6: Year 10

From the interviews and work program, Mrs H indicated that the purposes of this lesson are as follows:

- 1) to assist students understand the language used in novels;
- 2) to develop an enjoyment of writing;
- 3) to improve students' ability to use and interpret language effectively, according to their needs;
- 4) to develop the skills necessary to produce a good piece of writing;
- 5) to develop the concept of "their unity" of written language; and
- 6) to write effectively and clearly.

Description of lesson:

At the beginning of this period, the teacher reviewed the previous lesson. The teacher then distributed the supplementary notes and asked the students to read out the text one by one; paragraph by paragraph. She corrected each mispronounced words of the learners. Then she explained:

- 1) the concept of the "unity";

- 2) the function of the first paragraph, that is introduction;
- 3) how "unity" functions in a passage.

In order to teach the students how language in a novel is used, the teacher clarified the format of formal writing: the first paragraph is to introduce; the second and the third ... is to develop and the last is the conclusion.

The teacher then brought a large box of novels into the classroom from her storeroom. The students were given an half hour to read parts of the novels. Whilst the students were choosing the novels, the teacher explained what is a good paragraph. She told students to read their first paragraph to decide whether it was good or not according to her criteria.

During the time the learners were engaged in the activity, the teacher walked around and worked with individuals. She asked questions to keep them on task, such as "do you think that it's a good one?" and "why you think it's a good one?"

Before the students were encouraged to explain and share their feelings on why the paragraph was good or bad, they were invited to read the paragraph out. After the student explained his/her feelings, Mrs H invited other students to make a comment.

The teacher was very supportive and demonstrated the significance of sharing in the process of composition. Then they were asked to write a story and be prepared to share with the others. Before the learners

started, the teacher reminded them:

- 1) to try to write new words;
- 2) not to worry about the spellings, grammar, etc.

Whilst the learners were writing their composition, the teacher observed and assisted them to revise and correct their writing.

Finally, the teacher provided an opportunity for the students to practise oral interaction. After finishing the story, each student was asked to read out his/her own story, one at a time and the rest were invited to make impromptu responses.

Beliefs about second language learning

Second language learning involves all language modes.

"They need to know ... to use the four skills in English."

"They're putting their listening and their talking and their reading into practice in their writing."

Second language learners cannot write until they have sufficient knowledge of second language.

"A lot of ESL students, when they do get to do some writing, don't think about things like that ... They're got no unity in their paragraphs at all."

"Mainly because he didn't know that word ... it was important

that he knows that word."

"They don't really have a clear idea of their start. They don't set the scene ... They don't think about the beginning and how it's going to develop and the finish."

"Shows them a sort of pattern - how to go about writing a story - that they need to know."

Modelling can help second language learners learn a second language.

"It is very important."

"Let them see how others do it ... hopefully, they'll have more idea how to write their own paragraphs."

"I think that it's important that they hear other people's opinions and that they learn how to give their opinions, and things."

Second language needs practise.

"I want them to put into practise what, hopefully, they've learnt."

Second language learning needs to be interesting.

"keep them all interested, mainly because ... a lot of them tend to lose their concentration ... the others become bored and lose interest."

First language fluency assists learners' learning second language ability.

"If they're fluent in their first language ... And just to reinforce from their first language."

Motivation and confidence reinforce second language learning.

"A motivating factor to make you make that effort."

"They've got to have the motivation to learn the second language."

"I think motivation is a big thing. they've got to want to learn."

"They have to have the confidence to do that in English."

Second language learning is easier when learning at the point of need.

"Whilst they're on that, it might be a good time to try and explain that to them."

Beliefs about second language assessment

She believes assessment is best focused on the productive language.

"he is mispronouncing a lot of words at this stage."

"It shows them a sort of pattern - how to go about writing a story - that they need to know."

"I can see that they're learning and they're thinking about things

in English."

Beliefs about teacher's role

She believes her role in to be the correct model.

"I think if I do correct him, he will remember and he will – next time, he will learn from that."

"By correcting him, I think I'm helping him learn the language a little bit quicker."

Practices which reflect teacher's beliefs:

- She explained the "unity" to the students.
- She invited all learners to read the text.
- She corrected learners' mispronounced words.
- She provided an opportunity the learners to approximate the English system.
- She invited all learners to participate in the activity.
- She immersed learners in a pile of novels.
- She provided an opportunity for each learner to interact each others.

- She provides a model.

Practices which reflect teacher's beliefs of assessment

- She corrects mispronounced words.
- She evaluates learners' progress by listening to them criticising each others.

Interpretative summary:

In this lesson, Mrs H shows that she is more inclined towards the structure skills based model of ESL education. She uses supplementary notes as teaching material to teach the concept of "unity" and she believes that correction of students' mistakes can "help (them) learn the language a little bit quicker."

Although this lesson seems more learner, centred, Mrs H dominates the talking. She adopts question - answer teaching format when she is interacting with the students.

According to the interview and observation field notes, the data shows there is high degree of inconsistency between what she says she believes, what she does, how she assesses.

Summary of Mrs H

The following categories emerge from the data about Mrs H's beliefs about ESL teaching:

Second language learners cannot learn second language effectively until they have sufficient knowledge of their first language and the second language. The ideas that are generated by the learners are insufficient, and thus they need to be helped to expand their ideas or combine their ideas with others' when they are writing.

The purpose for second language learners learning a second language in school is for them to pass the public examination, thus the teacher provides the correct models, corrects their works on aspects of grammatical, orthographical and syntactic mistakes, especially in higher grades. So, she assesses learners' development in language mainly on their written products.

Confidence can enhance second language learning, she believes, so she continuously provides the positive feedback which she hopes will facilitate risk taking. However, the pressure to get students ready for examinations, actually hinders risk taking.

Second language learning should be on task so the second language learning is best controlled by the teacher-question - student-response process and teacher-modification of the answer techniques.

An examination of the relationship between Mrs H's beliefs about the teaching of English as a second language, teaching and assessment practices demonstrates some degree of congruence. However these appears to be a high degree of incongruence within her stated beliefs. This then leads to a high degree of incongruence and inconsistency within her practices. For instance, Mrs H tells the students not to worry about their spelling and grammar as the writing is first draft yet she focuses on the correction of spelling and grammar.

It is useful to use the Conditions of Learning as a framework to examine the inconsistencies which exist within the beliefs this teacher has and consequent practices she uses.

Table 4.4 summarizes Mrs H's beliefs about teaching English as a second language, her practices and the interaction with the Conditions of Learning.

<u>Teachers' beliefs</u>	<u>Teaching practices</u>	<u>Interaction with Conditions of Learning</u>
- Basic knowledge of words supports second language learning	- teach unity - clarify format of formal writing	- Demonstration, Approximation, Practices, Engagement

- Rhythm of written language supports second language learning	- ask learners to read the supplementary notes - read aloud the texts	- Immersion, Approximation, Practice, Engagement, Feedback, Demonstration
- Modelling facilitate second language learning	- write the learners' responses on the blackboard - share ideas	- Immersion, Demonstration, Feedback, Practice, Engagement
- Second language is an accumulated matter	- teach the function of unity - clarify format of formal writing system	- Demonstration, Feedback, Practice, Engagement, Approximation
- Confidence, positive reinforcement facilitate second language learning	- provide positive feedback - pay personal attention	- Feedback

- First language enhance second language learning	- permit learner uses his mother language's dictionary	- Expectation, Approximation
- Reading enhance second language learning	- ask learners to read the texts	- Immersion, Demonstration, Engagement, Practices
- Second language learning should be on task	- provide visual help	- Demonstration, Approximation
- Writing is more important in the learning process	- ask learners write each period	- Demonstration, Immersion, Responsibility, Feedback, Engagement, Practices, Expectation

Table 4.5 The relationship between teacher's beliefs and assessment practices

<u>Teacher's beliefs</u>	<u>Assessment practice</u>
<ul style="list-style-type: none">- Assessment focused on the productive language	<ul style="list-style-type: none">- correct mispronounced words- correct the grammatical, syntactic structure
<ul style="list-style-type: none">- Assessment is painless procedures	<ul style="list-style-type: none">- evaluate while she was paying personal attention

Table 4.6 The beliefs of the role of ESL teachers

<u>Teacher's beliefs</u>	<u>Teaching practices</u>
- ESL teacher plays a role of facilitator	- provide the positive feedback
- ESL teacher should be a correct model	- correct the mistakes

Immersion

Mrs H says she believes that immersing the learners in the second language can facilitate that learning but she does not provide the meaningful and whole contexts for the learners. The classroom is not flooded in the written and spoken language. She believes in the importance of interaction yet also believes she needs to keep students on tasks. Peer interaction is not encouraged

Responsibility

She believes second language learners need to take the responsibility for their learning, and although she tries to provide the opportunity for them to take responsibility, she tends to dominate all interaction within the classroom.

She also takes responsibility for what needs to be learned and is dominated by the outside pressure of the school syllabus and examinations.

Approximation

She believes second language learners needs to take risks and approximate standard English, and although she believes she provides the opportunity for the learners to invent spelling in the writing sessions, she continuously corrects the grammatical, syntactical and orthographical mistakes during the stage of draft-writing.

Demonstration

She believes 'models' are important for learning a second language. However, students are not provided with explicit demonstrations of how written language is constructed for specific purposes. The demonstrations the students receive are more likely to give them the expectation that they need to always use correct standard English. Therefore, it is more difficult for students to take risks and approximate their English structures.

Engagement

Second language learners are provided opportunities to engage in written language. However, they seem insecure about taking risks, about making mistakes.

Expectation

She expects her students to take risks and take responsibility for their decisions about their learning but she does not provide opportunities for the students to take responsibility. She takes most of the responsibility during the learning process.

Practice

Although she believes practice in oral and written language is important for learning a second language, she provides more opportunity for practice which focuses on written language. She puts less emphasis on the spoken language.

Response

She believes confidence can enhance second language learning, so she continuously provides the positive responses which she hopes will facilitate this. This is found to be the only condition which harmonizes with her beliefs and practices.

Overall Interpretation of the High School Teacher

The data indicate that Mrs H is more inclined towards the structured skills based model of ESL education, although she expresses some beliefs about language and learning which are more in line with whole language philosophy. She relies on text books and work sheets to improve students' sub-skills.

The classroom observations show that her classroom wall displays no environmental print nor learners' works, except a few notes on 'how to become a good writer', which focus specifically on writing skills.

She displays a perfunctory understanding of the connection between the four modes of language although she can explain the relationship between talking, listening, reading and writing explicitly. However, this belief is not clearly reflected in her teaching practices.

The evidence shows that Mrs H is attempting to change her teaching technique and use some whole language strategies, such as allowing students to draft their writing, to approximate spelling, during the lessons. It appears that her efforts are hindered by the pressure of the school curriculum, and getting students ready for the school examinations. There is also a lack of support from the school system overall.

Her work program shows clearly that Mrs H's teaching practices aim to satisfy school syllabus requirements and the High School Certificate Examination. Because she feels she needs to assist

learners learn English quickly, she corrects the grammatical and orthographical mistakes and hopes the learners will remember all these mistakes. "I think if I do correct him, he will remember and her will – next time, he will learn from that."

Her whole program is based on efforts to teach writing skills, such as:

- unity of passage;
- writing conventions, i.e., introduction ... conclusion.

The classroom observations show that Mrs H is confused about how reading and writing should be taught, and there appears to be a high degree incongruence in what she says she believes. She seems to have no clearly articulated theory of ESL education and depends on published works such as "Better Writing, Clearer Thinking" for her teaching.

The interview data show that Mrs H is confused by her articulated 'new' theories of ESL and the Whole Language Approach and her 'old' beliefs which fit more within the skills based approach and the school syllabus needs. As there is a high degree of incongruence within her beliefs about learning English as a second language, this hinders her teaching practices.

This incongruence creates disharmony and therefore a lack of confidence in what she does in the classroom; the decisions she makes at the planning stage as well as the decision-making process which goes on during lessons. The lack of support within the school context adds to this lack of confidence and confusion.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to examine the relationship between the beliefs of two teachers of English as a second language and their teaching and assessment practices.

Overall the findings of this study support the results of previous research which demonstrate teachers' practices and behaviour are driven by their beliefs. However, this study highlighted that the confidence of the teachers and the ability to articulate the theories of language learning play an important role in bringing together their beliefs, teaching and assessment practices if there is a congruence within their beliefs.

This study developed a model which illuminates a cohesive set of teachers' beliefs can support second language development and thus influence learners' expectations of their own learning.

Overall, the following findings emerged in this research study:

- 1) The higher the degree of congruence within teachers beliefs and between these beliefs and teaching practices, the clearer the ability to articulate their theory and the greater the confidence to make decisions;

- 2) teaching and assessment practices of the teachers are driven by their beliefs on how second language is learned;
- 3) four external factors influence teachers' beliefs. These are, teaching experiences, professional development courses, learners' responses and the school program;
- 4) students' expectations of their own learning are determined by teachers' teaching behaviour;
- 5) the confidence teachers have in their beliefs and their ability to articulate these beliefs are powerful mediators in developing a sound relationship between theory and practice;
- 6) there appears to be not only a relationship between the degree of congruence between teachers' beliefs about learning/teaching English as a second language, and their teaching and assessment practices, but also within these beliefs, and the confidence of the teachers to articulate these beliefs and practices. The greater the congruence at both levels, the greater the confidence in the ability to plan and make ongoing decisions about teaching practices.

Discussion of Findings

The data of the case study teachers support the assumptions of this research. These emphasised such theoretical issues as 'the knowledge teachers possess from a system of beliefs and attitudes which direct their perceptions and behaviours', 'teachers make decisions about instruction in light of the theory or assumptions they hold about ESL learning', 'teachers' beliefs establish expectancies and influence goals, procedures, materials and classroom interaction patterns', and 'teachers' beliefs towards second language learning and their expectations of the children's success are important influences on the learners' progress'.

The results clearly demonstrate that the higher the degree of congruence within teacher's beliefs, the higher the degree of interrelation between teachers' beliefs and their teaching practices and assessment practices. All of the relationships are thus highly related when they present a consistent and meaningful picture.

Teachers whose beliefs of ESL learning are more structure-skill based, will demonstrate planning and teaching behaviour which will be inclined towards the drill-like structure. On the contrary, if the teachers' beliefs are more naturalistic, their practices and planning will be inclined towards a holistic approach.

In addition, this study indicates that there is a significant relationship exists between teachers' beliefs and their assessment practices. The evidence suggests that teachers' beliefs about how second language learning will affect how they view and treat the learners' mistakes.

For instance, Mrs H corrected her students' mistakes, focusing basically on the punctuation, orthography and the right pronunciation. She hoped students through her corrections, would memorise the skills and thus develop in their language use.

Overall, the findings support the notions of teachers' teaching and assessment practices are substantially determined and driven by their beliefs on how a second language is learned.

The pivotal feature in the relationship between the teachers' beliefs and practices is the degree of congruency within beliefs themselves. The higher degree of congruency, the higher degree of articulation and confidence.

The following diagram shows the relationship clearly

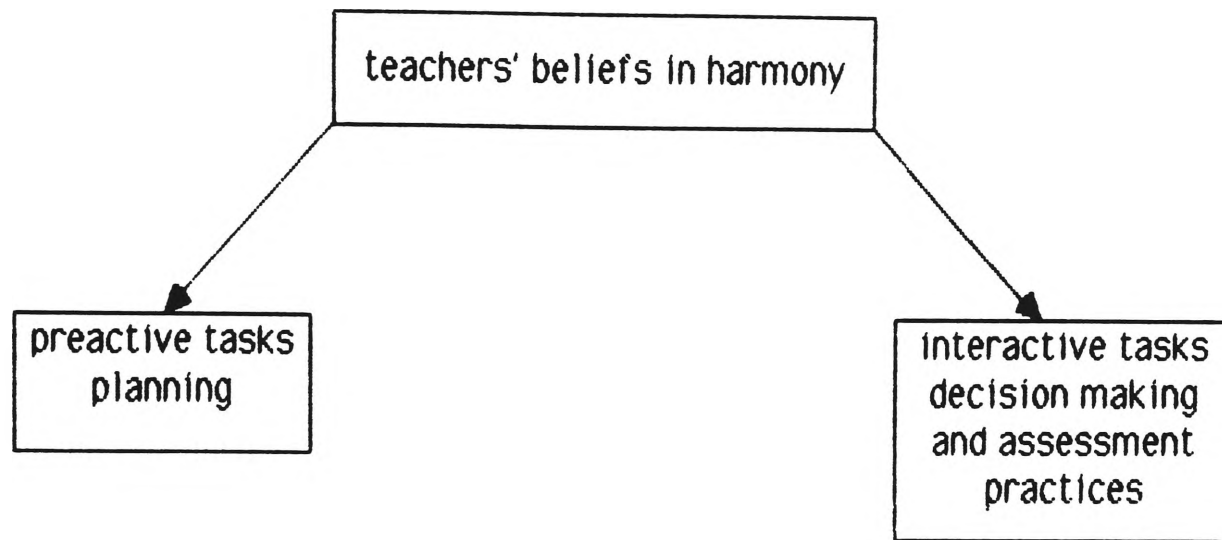


Diagram 5.1: The relationship between teachers' beliefs and pre- and inter-active tasks

These findings help explain why teaching behaviours in the classroom may be different from articulated beliefs. The study demonstrates that beliefs and teaching practices are inconsistent when there is a high degree of incongruency within the belief systems of teachers. This in turn leads to a lack of confidence as to why the teacher does what she does and an inability to articulate clearly a coherent theory of second language learning. Thus it is obvious that confidence and an ability to articulate a theory serve as adjuncts to link teachers' beliefs and teaching and assessment practices. In addition, when congruency exists within the teachers' belief system the confidence and ability to articulate a cohesive theory is greatly enhanced.

It can further be argued as an extension of the premise that when the teachers' beliefs and teaching and assessment practices are highly related, then when teachers are planning the curriculum for their students they can visualise the needs of the students, consider how to teach to meet these needs and construct a framework to guide their future teaching behaviours. Throughout this planning phase they are aware that there is a need to be flexible within the classroom and will change activities and practices at the 'point of need' if they feel it necessary. They focus on:

- 1) goals of the lesson to meet the perceived needs of the students;
- 2) the lesson content;
- 3) the activities; and
- 4) the teaching materials which will fulfil the identified needs.

Whilst making decisions during the planning phase, teachers frequently refer back subconsciously to their beliefs on how second language is learned.

During the teaching phase as they interact with students, their teaching and assessment practices directly reflect their confidence as to why they do what they do. In short, teachers' teaching and assessment practices are their beliefs in action.

On the other hand, if the teachers' beliefs are incongruent, their teaching practices are confused.

The following diagram shows how the elements of confidence and articulation function in the relationship between teachers' beliefs and teaching and assessment practices.

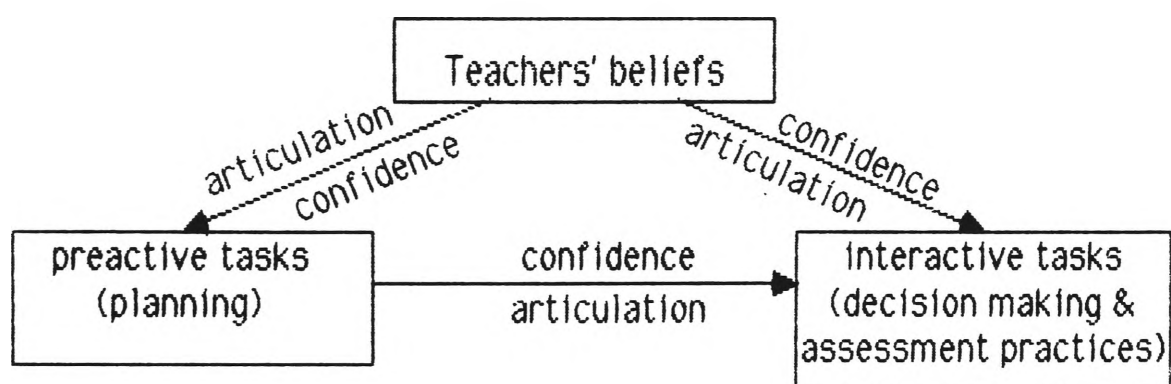


Diagram 5.2: The function of articulation and confidence

Theoretically, the teachers who have a solid basis in both theory and practice will be able to make explicit lesson plans which are appropriate for a particular teaching context. They should know not only what to do to attain their goals but also why they should act in specific ways to achieve their teaching objectives.

The classroom is not an static arena. Teachers need to face the sophisticated events of their classrooms. As teachers interact with their students, they should continuously interpret and evaluate their teaching practices. They should have the confidence about what they do and why they do it. When

teachers display this confidence, it enables them to simplify and make sense of the complex classroom environment.

Thus teachers' beliefs, representing the rich knowledge of second language learning, affect teachers' planning and decision making and assessment practices. On the other hand, teachers may also develop their beliefs as a result of their teaching and assessment practices during classroom interaction and their planning prior to, and following, classroom interaction. Thus, teachers' teaching and assessment practices and planning, respectively, may also affect teachers' beliefs.

In summary, the higher the degree of congruency within beliefs, the more confidence the teachers display. The more articulation and confidence the teachers have, the more consolidated are the teachers' beliefs.

It is important to note also that the teachers' teaching behaviour ultimately affects the learners' expectation of their learning. Theoretically, whilst the teachers' behaviour can determine the students' expectations of their own learning, the reverse can also be true; both could be determined by each other.

For instance, from the interviews of Mrs H's students, they all clarified that they need to learn 'grammar'; 'how to summarize the chapters'; 'spell the big words and sentences'; 'how to pronounce the new words' and 'how to write'. Similarly, from the information of interviews with Mrs G's students, they also showed that Mrs G helped them very much because 'she fix up

the spelling and correct the punctuation' and 'she will correct my spelling and punctuation and grammar' due to what Mrs G did in the withdrawal lesson.

This is summed up in the following diagram.

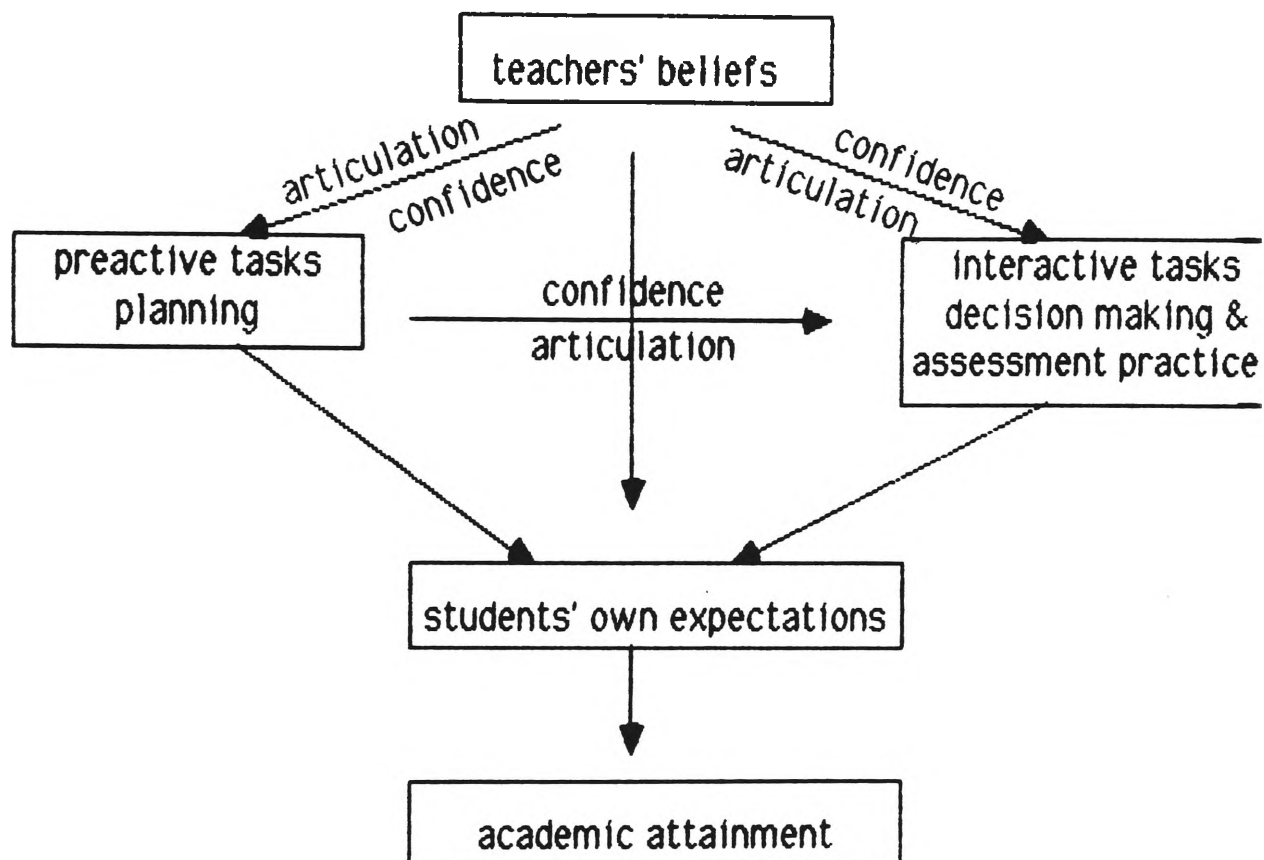


Diagram 5.3: The relationship between teachers' beliefs and learners' academic attainment

Although this study did not collect data to show that learners' expectations of their own learning can influence their academic attainment, previous research results support this interrelationship between the learners' expectation and their academic results. (Cambourne 1988).

It is quite clear that the students' performance and achievement and learning behaviour are directly related to their own expectations of themselves.

Besides the above factors which influence teachers teaching and assessment practices, from the data, the following factors also affect teachers' beliefs:

a) Professional development courses

Teachers professional development courses provide a suitable solution to the complexity of the classroom. All teachers should receive the chance of further training, either in form of inservice or withdrawal from teaching, in order to give teachers an opportunity to up date their teaching theories. Mrs G has attended two professional development courses and her beliefs on ESL learning seem more articulate and cohesive than Mrs H who has not attended any professional development courses since she has taught. Thus, the teachers' professional training is a crucial factor.

b) Teaching experience

The research data indicate that the teaching experience can facilitate teachers' beliefs which incorporate new information into familiar framework or revise conceptual frameworks to accommodate new information that is incompatible with the preconceptions during the teaching years. The more years the teacher teaches, the more the teacher knows. For example, Mrs G has taught for 14 years, she seems to be more confident about

why she does what she does and understands of the affects of teaching upon students.

Mrs G has also taught in a context where those teaching around her share her beliefs about learning. She team teaches and has the opportunity to discuss her teaching practice and beliefs with her peers. The school policy also supports her in her teaching practice and beliefs.

c) The school program/syllabus

A factor closer to the learners and which also affects teachers very much is the school program/syllabus. It is worth noting that the two case study teachers are subconsciously influenced by the school syllabus. For example, the school policy of Mrs H sees second language growth is largely a matter of:

- "1) developing a sensitivity to social contexts;
- 2) developing the ability to handle abstract modes of discourse;
- 3) developing an increasing competence in written languages;
- and
- 4) developing an increasing awareness of language."

In addition, the school syllabus points out, "there is no requirement for knowledge of any grammatical system although pupils should be able to handle a variety of structures. ESL students may need more practice with particular structures than a native speaker of English ... " (B High School Syllabus 1990) However, there is a strong pressure to get students ready, to give students sufficient English for them to cope with

the various subjects in High Schools and the examinations held at the end of each year. So, Mrs H deliberately promotes in her students the learning of the basic skills.

On the contrary, the school syllabus of Mrs G's school indicates the aim of ESL learning is "to assist students from non-English speaking backgrounds in learning English, through an understanding that knowing a language whether it be a learner's first or second language, involves the learner in the task of creating meaning and comprehending the meaning created by others". It states "the conditions for natural learning reach maximum efficiency within a whole language framework, where language is presented in a complete and meaningful form" and espouses, "Within a whole language learning classroom the conditions (of learning) which make learning in the oral mode successful for children are recreated to enable learning to mean in the written mode successful as well." (F... M... School Syllabus) Thus, Mrs G plans how to influence and improve the learners' attitudes toward second language learning through natural learning experiences.

d) Students' responses

Students' responses provide information about the adequacy and quality of a teacher's teaching practices and directly relate to the teacher's beliefs. When used appropriately, students' impromptu responses during the lesson inform the teacher what he/she has taught and what the teacher still has to teach in order to completely transmit the knowledge to the students. These students' responses will be the blueprint of the teacher's

future planning. This process forms the basis of ongoing assessment of the teacher.

The following model demonstrates the overall findings of this study:

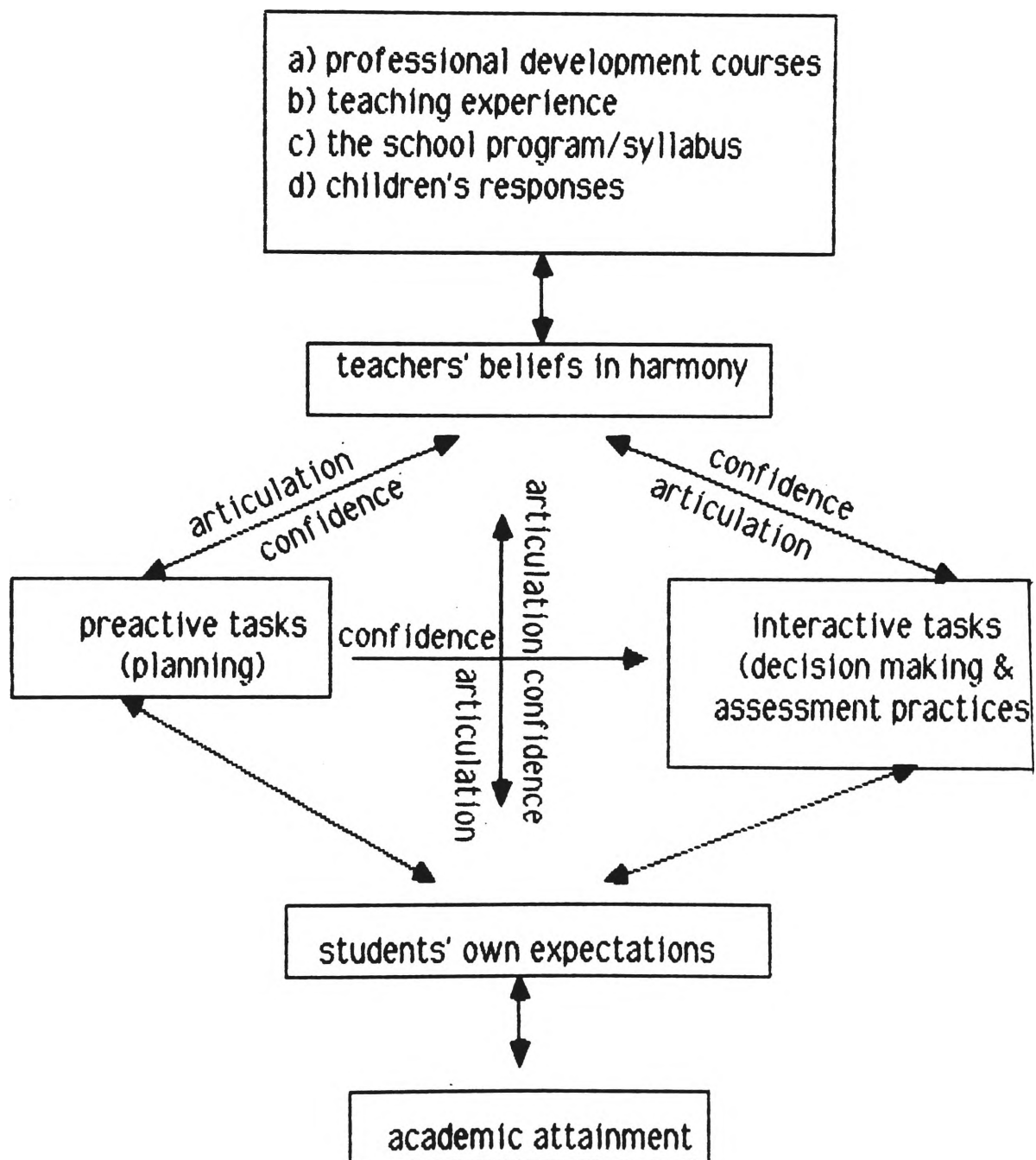


Diagram 5.4: The model of the relationship between the teachers' belief and their teaching and assessment practices.

Overall, the four external factors primarily influence the degree of congruency of teachers' beliefs about second language learning. By implication, teachers' beliefs provide a subconscious framework for teachers dealing with their tasks. In relation to the planning, the teachers need to be able to articulate their own theories on second language learning, such articulation provides a basis for teachers in their planning process. Whilst interacting with the students, teachers need to have confidence as to why they do what they do. This confidence guides their actions in the classroom, making decisions and evaluating learners. When teachers have a high degree of articulation and confidence, then their beliefs and teaching and assessment practices are allied and complement each other. The higher the degree of congruency within teachers' beliefs, the higher the degree of confidence and articulation teachers have, then the higher the degree of consistency in the relationship between the teachers' beliefs and their teaching and assessment practices.

Furthermore, these affect learners' expectation of their own learning and thus influence learners' academic attainments.

English second language learners have enough difficulty learning the targetted language without being faced with the ambiguity of inconsistent teaching practices. As the ultimate goal of ESL teaching is to support students as they learn English then the message coming through this research is that teachers, particularly ESL teachers need to have a clear and cohesive theory of language learning which they can clearly articulate.

Recommendations for further study

This study has highlighted two recommendations for further consideration. They are:

- a) There is a need for conceptual and empirical research on the relationship between the learners' expectations and their academic achievement. This research has already explored the relationship teachers' beliefs and teaching and assessment practices yet, there is lack of significant data to demonstrate the relationship between learners' expectations and their academic achievement.
- b) The methodology of conducting the interviews for this research is worthwhile. The model used for this research project would be suitable for use in other research especially in exploring teachers' beliefs about what they are doing. The teachers viewed the videos and were asked a set of questions about each segment. This method not only gave the teachers opportunities to recall and reflect on their beliefs but also served as a means of professional development.

It would be useful to explore this process as a professional development activity for assisting teachers to clarify their beliefs about teaching and learning over time.

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Appendix 1

'But Martin'

by June Coounsel

Picture Corgi Books

A Division of Transworld Publishers Ltd
1986

"That first morning back at school
Lee's lips turned down
Lloyd's head hung down
Bill's brows drew down
And Angela's tears fell down
but that was before they found
MARTINI!

Lee's face was smooth and golden
Lloyd's face was round and brown
Billy's face was square and red
And Angela's face was long and white
but Martin's face was
GREEN!

Lee's hair was black and silky
Lloyd's hair was black and bouncy
Billy's hair was red and spiky
And Angela's hair was fair and floaty
but Martin's hair
WASN'T THERE!

(he just had these)

When they saw him

Lee giggled

Lloyd shouted

Billy whistled

and Angela gasped

but Martin

BLEEPED!

Then they began to play

Lee skipped

Lloyd jumped

Billy chased

and Angela cartwheeled

but Martin

FLOATED!

The bell rang and

Lee stood still

Lloyd stopped dead

Billy wobbled

and Angela froze

but Martin

VANISHED!

When they got to their classroom

Lee

Lloyd

Billy

and Angela

came through the door
but Martin came through the
WALL!

Now

Lee knew a little
Lloyd knew a lot
Billy knew a bit
and Angela knew most things
(so she thought)
but Martin knew
EVERYTHING!

When they had maths
Lee did Take-Aways
Lloyd did Adds
Billy did Matching
and Angela did
Take-Away - You - Can'ts!
But Martin did
THE ANSWERS IN HIS HEAD!
and he showed them what to do
and they all got it right!
When they had English
Lee spelt they with an a
Lloyd spelt was with an oz
Billy got d the wrong way round
and Angela left n out of went
but Martin spelt
PEOPLE

with a p and an e
and an o and a p
and an l and an e
which is right!
and he taught them all how to spell
and they never forget!
When school ended
Lee went home in her mum's new car
Lloyd went home on his battered old bike
Billy went home in three thirty bus
and Angela walked home on her own two feet
but Martin went home in his
SAUCER!

Appendix 2

Questions of Structured Interviews

General Educational Background

What is your professional background?

What is your teaching ESL experience?

Tell me about your ESL program?

How do you organize your lessons?

How do you find this organization in relation to your ESL class?

What difficulties do you have when you teach ESL children?

How do you evaluate?

Tell me about your concerns now for children's ESL attainments?

How do you see this fitted in with your notion of ESL learning?

What reading have you done in the area of ESL teaching?

What have influenced you? Has it been a teacher something you've heard or read about, in service?

Year 2

Why you use this literature?

Why you encouraged student to predict Martin?

Why you didn't use the 'big book', children can see very well in this version?

Why you emphasize on the whole sentence?

Why you write down the vocabularies on the blackboard?

Why you inhibit student discussion?

Why you spell the words to student?

Why you tell the students use apostrophe 's?

Do you think ESL learners need focus on learning writing traditional system?

Why you invited students read out their story?

Withdrawal teaching

Why you correct the grammatical mistakes?

Do you think second learners need focus on learning syntax, grammar, punctuation first?

What do you think how the ESL learner need to learn?

What do you think which aspect of language arts is important?

Why do you think this part is most important?

What do you think second language learner how to learn to write?

Why you explain the skills of writing?

Why you write for the students?

Kindergarten

Why you use this picture book?

Why you questioned the students and invited them to come to point the animal, such as Koala, birds, etc?

Do you think second language learning need to suit their experiences?

Why you point to each word when you read to the students?

Why you write the sentences for the students?

Do you think spelling/writing is the most important part of the process to becoming fluency target language users?

Year 10

Why you ask the student the meaning of 'unity'?

Why you ask students read one by one and paragraph by paragraph?

Why you correct the mispronounced words?

Why you introduce the different part of writing?

Why you use the novel as the medium of this lesson?

Do you think when the learner know the what is good or bad can facilitate their learning of target language?

Do you think your teaching practice can assist second language learner to acquire the target language?

Why you ask to write their story?

Why you encouraged other student to reflect their feeling?

Year 11

Why you ask student to read out the passage?

Why you focus on the 'unity' and 'linking words'?

Why you correct the mispronounced words?

Do you think ESL learners need to pay more attention to the writing? Why?

Why you write the sentence on the blackboard?

Do you think it is useful?

Why you encourage Thai's student use Thai dictionary?

Do you think the second language learner improve their writing ability when they know the 'unity'?

Year 8

Why you use the 'writing folder'? Do you think it works?

Why you use the question-answer format in this lesson?

Why you write down the information?

Do you think ESL learner learn effectively when they within the interaction situation?

Why you correct the students' work especially in the grammatical mistakes?

Why you not to control the classroom first?

What do you think about the ESL learning?

Appendix 3

Samples of Fieldnotes

1/3/90

YR. 2

解釋 why video? 叫學生要好寫平時一樣,

解釋是目的主題 — space

叫學生的題目 — But Martin.

predict
choose student to fiction story
write

故事內容

學生的問題 看 predict 能預測內容. 解釋故事內容
出不同的故事內容的主人翁. — 叫學生代表 (同含有
同的 ethnic

的 face — pale, oval

的 face — round and freckles

的 face — gold and brown

的 face — huge in brown.

的 face — Susan = Fuzzy

= Spiky

= straight and ginger

= straight and brown

解釋 how writing

出生字及同學

hair → colour

ginger

blond / fair

black

brown

red

long

short

學生將 ~~內容~~ 內容放在腦內, 然後這是 draft writing. 不需要著墨 spell

即四週巡視. — 鼓勵學生可有黑板上之言.

即提醒學生, 若寫人物時, 要加 (s), 在黑板上寫上 Nella's R n

生圖圓圈, 亦叫學生讀出來.

Yr. 2

Purposes of lesson:

- 1) to assist children to predict words that may be found in the story; in order to practice the logical flow of English.
- 2) to help children understand the concept words as related to the story; and
- 3) to facilitate children's writing ability. ^{to practice} ^{describing physical}
to familiarize the class with the use of 'BUT' in a descriptive

Description of lesson:

The story book — "But Martin" (See Appendix) was used at the beginning of this period in order to ^{match the theme work} ~~emphasize the title~~? The teacher described the pictorial cover and encouraged the students to read out the title as a means of introduction. Then the teacher read the story.

In order to motivate and concentrate the children's attention, the teacher asked them to predict what might have happened to Martin. While the children listened, they gained impressions of the contrasting characteristics of the human features.

After finishing the story, four students who came from ^{different} ~~different~~ ^{racial} countries were selected as subjects for other children to make impromptu descriptions on their different racial characteristics. ^{and with the class writing}

In order to assist the children write their own story, the teacher wrote down the vocabulary in two columns, Hair and Colour, ^{taking re-using the class book's vocab} which the pupils responded. This vocabulary would be an aid, for example: "fuzzy"; "straight"; "curly"; "wavy"; "long"; "short"; "ginger"; "blond/fair"; "black"; "brown" and "red".

Finally, the teacher asked the students to return to their seats and write their story. She reminded them to use the word "but" when they encountered the possessive form, they needed to add apostrophe s "'s" to the noun. The teacher encouraged children to copy the vocabulary from the blackboard.

^{use}
^{utilize?}

After twenty minutes, the teacher asked the children to sit in
role and invited ten of them to read out their story.
Having time is more important than this.

Appendix 4

Teacher's Program and School Syllabus

HIGH SCHOOL

LANGUAGE

We believe that language competence grows incrementally, through an interaction of writing, talk, reading and experience, the body of resulting work forming an organic whole. But this does not mean that it can be taken for granted, that the teacher does not exercise a conscious influence on the nature and quality of growth.

The Bullock Report, A Language for Life pp.7-8

Most language learning takes place indirectly whilst talking, listening, reading and writing but teachers can assist pupils to focus more directly on language and to build upon intuitions already developed about language. Language development does not mean eradicating or changing a child's language, but expanding linguistic horizons.

At the secondary level language growth is largely a matter of

- a) developing a sensitivity to social contexts.
- b) developing the ability to handle abstract modes of discourse.
- c) developing an increasing competence in written languages.
- d) developing an increasing awareness of language.

Language teaching should extend competence and confidence in speaking, listening, reading and writing, and should develop an awareness of the ways in which the spoken and written language will vary in register and structure. Teachers should deal with both the nature and function of language.

EVALUATION should be in terms of what a pupil can do with language rather than what he knows about it. There is no requirement for knowledge of any grammatical system although pupils should be able to handle a variety of structures. E.S.L. students may need more practice with particular structures than a native speaker of English who has normally internalized all language structures of English.

The syllabus specifically requests group work for speaking and listening.

MULTICULTURAL EDUCATION
Policy of the English Department,

High.

It is our policy to select experiences and resource materials which reflect the cultural diversity of our society and will develop an awareness in our pupils of our multicultural society.

Through our close personal contact in the class room we endeavour to deal effectively with stereotyping, bias and discrimination and to assist each pupil to understand and accept individual and ethnic differences. We deal with this firstly on an individual basis, fostering a sense of personal worth and then of group identity. Any consideration of attitudes, beliefs and values is intended to foster inter ethnic harmony.

As English teachers we all have the particular objective of passing on our literary heritage, this heritage is multicultural. In Year 7 we look at the beliefs and values inherent in mythology and fables, selecting our material from many cultures. Throughout the Junior Years we use and refer to the literature of many cultures and in Year 11 we undertake a special Australian Study which assists pupils towards a multicultural perspective.

Philosophy of English as a Second Language.

"The primary aim of language teaching is to develop COMMUNICATIVE COMPETANCE; that is, to help students recognise and produce language which is not only correct but also appropriate in the social situation in which it is being used."

- Mary Finocchiaro: "English as a Second Language - From Theory to Practice."

In keeping with our school language policy which states that we should take a 'Wholistic' view of language, we are working almost entirely in the classrooms rather than withdrawing children for language work. In this way the E.S.L. teachers will use the language generated in the classrooms as a basis for developing the language of E.S.L. children. This means that E.S.L. teachers may be involved in language across all Curriculum areas e.g. Maths, Craft, Science, Social Studies.

A close working relationship between E.S.L. teachers and class teachers is essential so that the time the E.S.L. teacher spends in the classrooms is beneficial to the E.S.L. children.

A 'Wholistic' approach to language learning should ensure that:

- *Each child will eventually take the responsibility for his/her own reading development.
- *Each child will select literature suited to his/her needs and interests.
- *Each child works at his/her own speed.
- *Skills should be practised in context.

Therefore E.S.L. children will be working on a variety of material and will need to be seen individually (in the classroom) in a conference situation.

In the case of First Phase Learners an intensive survival English programme will be provided. This may involve withdrawal from the class until the child can understand enough English to cope in the classroom situation.

An additional role of the E.S.L. teacher is to act as a support person for migrant families:

- *By providing notes interpreted into their 'home' languages.
- *By organising Migrant Parent information sessions.
- *By organising interpreters for families.
- *By organising cultural activities which are designed to enhance E.S.L. pupils' self-esteem.

It is important for E.S.L. staff in maintaining their status as teachers, that they be seen in roles other than that of supporting classroom teachers. This is achieved by taking whole class activities such as language Focus lessons, Sport and P.E.

MULTICULTURAL EDUCATION IN SCHOOLS

POLICY STATEMENT

Multiculturalism is a social value which focuses on national unity within which there is cultural diversity. The New South Wales Government is committed to fostering and promoting Multiculturalism in the context of a cohesive democratic society.

With regard to education in schools, the Government recognises that achievement of this objective requires:

- . review of policies, programs and practices in all schools, and
- . development of specific policies, programs and practices directed at particular groups of students.

MULTICULTURALISM

It is apparent that Australia is multicultural in the sense that it is "composed of many cultures". However, Multiculturalism requires more than a recognition of demographic facts.

The Government commitment is premised on the concept that the multicultural demographic reality is a positive feature of Australian society. Australia today is enriched by its cultural diversity and its future will be enhanced by fostering, rather than denying, cultural pluralism. The encouragement of interaction between all Australians, based on respect for difference, will work towards the development of national unity. Multiculturalism implies therefore, both a recognition of our cultural pluralism and our intent to foster such pluralism within the framework of a democratic society.

MULTICULTURAL EDUCATION

Multicultural education is a combination of policies, programs and practices directed at ensuring that all schools recognise and accept the multicultural nature of Australian society and take positive steps to provide educational opportunities which will promote national unity through a deeper understanding of the cultural pluralism of our people.

It is essential that this statement be seen and interpreted in the context of other official statements and documents on education in the schools of this State. For example, the aims of multicultural education are inherent in the statements of aims of primary and secondary education in New South Wales, statements which emphasise that the development of the child's individuality is influenced by many factors among which are the home, the school, the community and the wider society.

It is recognised that the use of English is essential for full participation in the life of the nation. All children must therefore be assisted to become fluent in all aspects of English.

All Australians have an ethnic (cultural) identity, whether they be of Aboriginal or non-Aboriginal background, of English speaking or non-English speaking background. The identity is both a link with a cultural heritage and a focus for a present sense of belonging to a group. It is recognised that in an open society the degree of identification of an individual with a particular group is optional and may vary with time and social circumstance.

Nevertheless, for many people in Australia, the language and culture of their ethnic background play a significant role in their communal life. Facility in the use of a community language enhances communication across generations within the ethnic group and increases the potential for interaction between members of different groups. Therefore, the teaching of community languages and cultures both for native and non-native speakers will be supported and encouraged in our schools.

The study of many cultures as part of a student's exploration of the world is not a new phenomenon in New South Wales education. In fact, the multicultural nature of our world has been an important component of many curricula. This policy, however, seeks to focus more specifically on the Australian multicultural experience and to emphasise the incorporation of this experience into the curriculum.

While it is recognised that the causes of educational disadvantage are numerous, it is acknowledged that minority group status has been a significant factor contributing to the educational disadvantage of students from some linguistic and cultural minorities. Multicultural education, as one of a range of educational initiatives, can assist in preventing continuing disadvantage for such students.

Multicultural education is a significant vehicle for providing educational experiences designed to enhance the participation in society of all children in Australia. Multicultural education is thus an acknowledgment of the Government's commitment to assist children:

- (a) to gain access to society's resources through fluency in English, and
- (b) to understand, maintain and develop their language and/or culture through schooling.

As with all areas requiring government assistance, the extent of such assistance is dependent on available resources.

THE AIMS OF MULTICULTURAL EDUCATION

The aims of multicultural education encompass the provision of educational experiences which will develop in all children:

- (a) an understanding and appreciation that Australia has been multicultural in nature throughout its history, both before and after European colonization,
- (b) an awareness of the contribution which people of many different cultural backgrounds have made and are making to Australia,
- (c) intercultural understanding through the consideration of attitudes, beliefs and values related to multiculturalism,
- (d) behaviour that fosters interethnic harmony, and
- (e) an enhanced sense of personal worth through an acceptance and appreciation not only of their Australian national identity but also of their specific Australian ethnic identity in the context of a multicultural society.

These aims of multicultural education are appropriate for all schools in the State. They are as relevant to schools with small numbers of children from linguistic and cultural minorities as they are for schools where such children predominate.

In meeting these aims it is essential that all schools and all school personnel facilitate intercultural understanding by ensuring that multiculturalism as a fundamental value permeates the total curriculum. All curriculum areas should reflect multicultural perspectives and all students should be exposed to these perspectives.

The aims of multicultural education will also be furthered through a range of programs and practices, subject to available resources, for specific groups of children according to interests and needs. Some of these are language based, while others have a sociocultural orientation.

In recent times a range of initiatives in multicultural education has been developing in schools. This policy statement will be accompanied by guideline statements and support documents which elaborate objectives and implementation strategies for these initiatives. Aspects of multicultural education presently in development include:

For all schools and all students

(a) Multicultural Perspectives to Curriculum

This process recognises the need for an analysis and review of present historical, social and cultural perspectives of curriculum with a view to incorporating perspectives which reflect the multicultural nature of Australian society.

(b) Intercultural Education

This process seeks, through an examination of attitudes, beliefs and values about one's own and other ethnic backgrounds to encourage positive interaction, successful communication and to enhance intercultural understanding.

For students according to interest and need

(a) English as a Second Language Education

This program is concerned with the acquisition and development of English for children of non-English speaking backgrounds.

(b) Transitional Bilingual Education

This program is directed at ensuring that, for children from non-English speaking backgrounds, conceptual development continues without interruption while English is being learnt.

(c) Community Language Education

This program seeks to provide opportunities for the study of languages other than English both for children for whom such languages are their first language and for children wishing to gain access to another language.

(d) Ethnic Studies

This program is concerned with the in-depth study of one or more Australian ethnic groups and is directed at raising the level of awareness of the multicultural nature of our society.

The success of specific programs in multicultural education will be significantly influenced by the degree to which the particular school community has been able to incorporate general multicultural perspectives into its policies and practices. School management and classroom practices should reflect the cultural pluralism of the school and the wider society. In all educational matters, including multicultural education, positive steps need to be taken in encouraging the participation of parents and community members in the development of policies and practices.

It is recognised that school communities will require assistance in implementing multicultural education. This assistance will be provided by support staff at central and regional levels and through inservice education.

This policy will be kept under continuing review by the Department of Education in consultation with the community. From time to time, resource materials will be made available to assist schools to implement specific programs.



GENERAL AIM

The general aim of *E.S.L. education* is to assist students from non-English speaking backgrounds in learning English. The major task of an *E.S.L. program* is to identify the English language skills necessary for effective functioning (both in the school and the wider context of society), and to assist students for whom English is a second or other language, to develop such skills.

SPECIFIC AIMS:

The general aim of *E.S.L. education* may be realised through a number of specific aims. These are:

- . to develop students' ability to function effectively in English, in a wide range of situations
- . to develop students' skills in listening, speaking, reading and writing in English, and to ensure that these skills are linked to all curriculum areas
- . to facilitate on-going conceptual development while the student has minimal use and understanding of English
- . to build on the linguistic and cultural identities of students in order to foster the development of their self-esteem
- . to develop *E.S.L. programs* which are multicultural in perspective across all curriculum areas.

E.S.L. Viewpoint A.McKee

A "WHOLE LANGUAGE" ENVIRONMENT IS THE MOST EFFECTIVE WAY FOR THE N.E.S.B. CHILD TO LEARN ENGLISH.

Assumptions

1.The process of learning a second language is parallel to learning a first.

2.The process of becoming literate in a second language is parallel to becoming literate in a first language.

By providing a classroom with the right conditions, N.E.S.B. children should have a favourable environment for learning to speak English and for developing literacy skills.

THIS IS WHY WORKING IN THE CLASSROOM, IN CO-OPERATION WITH THE CLASSROOM TEACHER, IS MOST FAVOURED.

Options for co-operative teaching

1. TEAM TEACHING: Shared teaching space.

2. INTEGRATED TEACHING: Group work.

3. CLASS TEACHING WITH AN E.S.L. PERSPECTIVE.

4. WITHDRAWAL TEACHING: 1st phase. Integrated with 1 and 2.

5. SELF ACCESS LEARNING: Student or teacher request.

Methods

FLEXIBILITY IN THE USE OF DIFFERENT METHODS IS IMPORTANT.

FUNCTIONAL/NOTIONAL:e.g.Describing the weather.
Asking for food.

INTRODUCTION

Songs and rhymes provide opportunities for learning and practising the sounds, structures and vocabulary of any language in context and in an enjoyable way.

When choosing songs for language learning, it is unnecessary to search for songs which have been formulated specifically for this purpose. Songs and rhymes can be obtained from a multitude of sources (e.g. songbooks, tapes, records, members of staff, children, their parents and other members of the school community) and can be used to:

- introduce vocabulary or concepts relevant to a theme
- practise structures (for example, within a given language function)
- introduce colloquial and idiomatic forms of the language
- practice pronunciation
- provide a forum for children to share their own and other cultural experiences, knowledge and understandings
- demonstrate expressions of emotion (non-verbal communication)
- provide avenues for extending memory and sequencing skills
- allow for "language free" participation.

It is the aim of this document to outline ways in which the above objectives can be achieved and to provide resources which will assist teachers to implement these approaches in their own classrooms.

simply a list of ideas joined by **and**, without any emphasis on meaning. Here are two attempts by Fiona at writing:

ATTEMPT 1:

The bandits were big men *and* they were muscular *and* all of us were kept in a small room *and* we were very frightened *and* suddenly there came a knock at the door *and* the smoke from the fire rolled over us in clouds *and* it blinded *and* it choked us.

ATTEMPT 2:

All of us, very frightened, were kept by the big, muscular bandits in a small room where smoke from the fire, rolling over us in clouds, blinded and choked us. Suddenly there came a knock at the door.

Notice in Fiona's second attempt that sentence one is long because it is giving us details of the situation. She avoids the boring repetition of **and**. Sentence two is short because she wants to grab our attention; this makes us want to read on to find what happens next.

VII Writing Paragraphs

SLOW

MAJOR
HAZARD
AHEAD

Each paragraph is a unit of writing which has **one main thought**. This thought can be summed up in a sentence which is really the heading for your paragraph. This sentence is often called the **topic sentence** in the paragraph — that is, it tells what the paragraph is about. Each paragraph must have a **unity of ideas**. Only that material which contributes to the topic should be included in any paragraph. Every detail should contribute to the main thought.

Each paragraph steadily **develops the interest and meaning of your essay** and should follow **naturally** from the one before. Each paragraph is **indented** — that is, starts on a new line, a little way in from the margin, to inform the reader that a new idea is beginning.

Read this story and we'll work out together how the paragraphs develop:

The Gorilla-Man

Paragraph 1

Beginning of story.

Introduces the chief person. Gets the story going. (John is an out-of-work acrobat.)

John had been out of work for nearly a year. Nobody wanted him. His talents were very special, because he had once been a famous acrobat. This is what he wanted to do again — to swing high in the air and hold crowds spell-bound with his extraordinary agility. Now all he could do was tramp wearily from one place to another, always hoping that something would turn up for him.

Paragraphs 2-4

Development of

story.

para. 2 — New point
(the gorilla dies).

para. 3 — John's
decision. (He will
take its place!)

para. 4 — John and
the job. (He is
successful.)

Paragraph 5
Climax of the story
(the peak of
excitement or
interest). John is in
the lion's cage!

Paragraph 6
Conclusion
(explaining,
finishing the story).
Brief, unexpected, it
makes us laugh.
(The lion is a man.)

Then he read in the newspaper that the gorilla at the local zoo had died. Here was an opportunity. The gorilla's acrobatic feats had always been one of the best attractions at the zoo where parents and children laughed and applauded his antics everyday.

John hurried to the manager's office at the zoo and pleaded to be allowed to dress in the gorilla's skin and take his place in the cage. He promised he could perform better than any real gorilla. The manager was finally persuaded because the gorilla was certainly a favourite figure to draw crowds to the zoo and his replacement would be a costly and slow matter.

Clad in skins John entered the cage and soon his antics were drawing crowds around his cage. He climbed high, balanced on bars, sprang about the cage, gobbled bananas, and beat his hairy chest as he roared magnificently.

One day, when he sprang higher than usual, he lost his balance and fell, not back into his own den, but over into the next den — that of the lion! There he lay trembling in an agony of fear.

The lion approached, stealthily, with glaring eyes and swinging tail. It opened its mouth. John's nerve broke. He screamed, "Help! Help!" The lion exclaimed, "Shut up, you fool, or we'll both be out of work tomorrow!"

TESTING
GROUND

Trial Run (No score)

Bert wrote the following description of a fire but as usual he forgot to use paragraphs. You make the sign (/) at the end of any sentence where a paragraph finishes, and place the sign (→) under the next words to show that they would be indented.

(a) _____

(b) _____

(c) _____

Lebanon

Make a list of the main ideas which support this topic sentence:—

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

What Ties it all Together?



Read this paragraph carefully. There is something wrong. What is it?

Monsoon Lands

The monsoon lands are some of the most densely-populated areas in the world. Rice needs to be flooded during most of its growing season. Many people of the monsoon lands eat rice every meal of their lives—just as we eat bread or potatoes. Late arrival of the rain or long breaks in the rain may cause famine. These animals make villages very noisy. These floods carry away bridges, houses and crops.

We mentioned the **unity** of the paragraph on page 3. Did this paragraph have unity? Was it unified?

We could see that it was about monsoon lands, because we saw words like “monsoon lands”, “rice”, “rain”, “villages”, “floods”.

But something was missing. The sentences were not linked to each other. So the paragraph about “Monsoon Lands” was not **unified**.

In fact, the paragraph was made up by choosing every fourth sentence from a passage in a geography textbook. This was done to show you that the sentences in a paragraph must be linked to each other.

These are some of the ways of linking sentences to each other:—

1. **Pronouns:** she, he, it, they, him, her, them, etc.
2. **Repetition of a word in another sentence:** (Sometimes this is a good idea. But if you do it too often, the reader will be bored.)
3. **Synonyms:** Instead of repeating a word he has used, the writer may choose another word, e.g., in a paragraph about Canberra, he might use “this city” or “the capital” instead of repeating “Canberra”.
4. **Determiners:** “this”, “that”, “these”, “those”, “a”, “the”, “some”, etc.
5. **Connectors:** “and”, “however”, “therefore”, etc. These connectors are links. They show the reader the relationship between different ideas. There are examples of how we use them on page 17. It is a good idea to study these connectors to help you read better and write better.

We could say that the paragraph, “Monsoon Lands”, had no **cohesion**. The sentences were not linked to each other. The parts were not connected. So the reader could not see a **logical order**. On page 6 we analysed a paragraph. Let us look at the paragraph again:

Students who come into high school from primary school find that at first they have a few problems. The main problem is that their new high school is much bigger, usually, than their primary school. Another thing is that the new Year 7 student often does not know any of the students in the higher classes. As well, these students are not always friendly to him. Sometimes they play tricks on him or tease him. Another change is that before he was one of the biggest students in his school; now he is one of the smallest. Yet another problem is that he no longer has his own classroom. Now he has to go to a different classroom for every subject. And the unfortunate student has to carry all his things with him. He is not used to this. Moreover, our new Year 7 student does not have a class teacher either. Instead of one teacher whom he knows well, he has six or seven teachers whom he hardly knows at all. There is no doubt that the boy or girl starting high school often finds it rather strange at first.

We found that this paragraph contains: **one** topic sentence, **six** sentences expressing main idea, **five** sentences supporting the main ideas, **one** concluding sentence; in all **thirteen** sentences.

Next, we will look for the words inside each sentence which **link** all these sentences together.

They are:—

- Sentence 1: Topic sentence—"Students who come into high school from primary school find that at first they have a few problems."
- Sentence 2: "**The main problem**" refers to "**problems**" in 1.
- Sentence 3: "**Another thing**" refers to "**problems**" in 1 and "**problem**" in 2.
- Sentence 4: "**As well**" is a connector which joins this sentence to the preceding sentences.
- Sentence 5: "**They**" refers to "**these students**" in 4.
- Sentence 6: "**Another change**" refers to "**problems**" in 1 and to "**problem**" in 2.
- Sentence 7: "**Yet another problem**" refers to "**problems**" in 1 and "**problem**" in 2.
- Sentence 8: "**He**" refers to "**the new Year 7 student**".
- Sentence 9: "**the unfortunate student**" refers to "**the new Year 7 student**". "**And**" is a connector.
- Sentence 10: "**he**" refers to "**student**" in 9.
- Sentence 11: "**Moreover**" is a connector. "**Our new Year 7 student**" repeats "**the new Year 7 student**" in 11.
- Sentence 12: "**he**" refers to "**our new Year 7 student**" in 11.
- Sentence 13: Concluding sentence — repeats the idea contained in the topic sentence.

Some of the sentences were linked by pronouns: "he", "they".

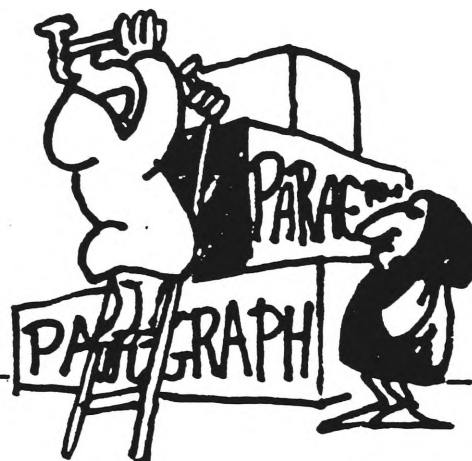
Some of the sentences were linked by repetitions: "problem", "student".

Some of the sentences were linked by synonyms: "thing", "change", for "problem".

Some of the sentences were linked by determiners: "the", "another".

Some of the sentences were linked by connectors: "as well", "moreover".

Part Eight Those Little Connecting Words



We will now look more closely at the connectors.

Here is a list of some of the more common connectors used in written English:—

accordingly	furthermore
after that	however
also	in fact
and	in spite of this
as a result	instead
as well	moreover
besides	nevertheless
but	next
consequently	on the one hand— ... on the other hand
finally	rather
first	so
for example	then
for instance	therefore
for one thing	yet

These sentences will show you how they are used.

Connectors which show addition:

also	furthermore
and	in addition
as well	moreover
besides	

- She is taking Life Science **and** Chemistry **in addition to** Physics.
- **Besides** Life Science she is **also** taking Physics and Chemistry.
- **In addition** she is studying Astronomy.
- She is taking Physics and Chemistry.
- **Moreover**, she is studying Life Science and Astronomy **as well**.

Connectors which illustrate:

for example	for one thing
for instance	

- Some rivers in the centre of the Australian continent become quite dry when there is no rain. **For example**, the Diamantina is often just a dry river-bed.
- **For instance**, the Diamantina is often just a dry river-bed.
- Several factors caused the metal-workers to strike last week. **For one thing**, they wanted a pay-increase.

Connectors which show result:

accordingly
as a result
consequently

so
therefore

- Poland had signed a pact with France and Great Britain. **Accordingly**, when Hitler attacked Poland, these two countries also entered the war.
- In 1783 the American colonies gained independence. **As a result**, the British had to send their convicts somewhere else.
- $a + b = c$; **therefore** $a = c - b$.
- He missed the school bus. **So** his uncle got out the car and gave him a lift.
- The weather-map shows a low pressure area over the ACT. **Consequently**, rain is expected tomorrow.

Connectors which show contrast:

however
in spite of this
instead

nevertheless
on the one hand—on
the other hand

- **Most people are frightened of snakes. However**, many varieties are harmless.
- Beethoven became deaf towards the end of his life. **In spite of this**, he continued to compose beautiful music.
- Jan had hoped to become a doctor, but her TES was not high enough. **Instead**, she decided to do Computer Studies.
- In the 17th Century, Galileo stated that the Earth rotated round the sun. **Nevertheless**, the Church refused to accept this fact.
- I am not sure whether I should buy a motor-bike. **On the one hand**, motor-bikes are cheap to run. **On the other hand**, they are dangerous to ride.

Connectors which show sequence:

finally
first (second, third, etc.)

next
then

- To make fried rice, **first** fry some onions in a little oil. **Then**, add small pieces of meat and vegetables. **Next**, add some cooked rice. **Finally**, stir in some soya sauce before you serve it.

Connectors which show emphasis:

indeed

in fact

- Laura is a very good-looking girl. **In fact**, I think she is the best-looking girl in the class.
- Ours is a multi-lingual school. **Indeed**, more than forty different languages are spoken there.

Zoos

Zoos should be improved. For one thing animals should not spend their lives in cages. Such cages look like prisons. Instead, they should be kept in natural surroundings with plenty of trees and water-holes. Another improvement would be to have bicycle paths. This would enable children to get around more quickly. Finally, people should be given on-the-spot feeds. In this way zoos would be made more enjoyable for humans and for animals.

Analyse this paragraph in the way that we analysed the paragraph about the Year 7 student. Count the sentences and number each one.

Then write down the links which connect the sentences.

How a Paragraph Is Stitched Together

Look deeply into the construction of this paragraph to find, apart from the logical order of the ideas, some of the 'stitching' devices that have produced writing with good 'connectedness'...

Good health depends on a number of factors. Obviously it requires fresh air, free from the pollutants generated by industrial society. But while the air comes to us easily, we must make a conscious effort to secure two other physical factors that are scarcely less essential. One is regular exercise, and it should be backed by good posture and sufficient rest. The other is a good diet which guarantees regular intake of the basic food elements while avoiding over-indulgence in sugar, salt, fats and drugs. In addition to these there is a factor that is often forgotten because it is not physical: we need a positive attitude, an interest or zest in living, without which we would soon lose the will to maintain either exercise or diet. In short,

health is 'wholeness'—a balance of at least these four essentials, air, exercise, diet, and attitude.

NOTES: (1) Most of the 'connective words' have been underlined. (2) Observe the repetition of 'key words': health, factor, essential, air, exercise, diet, attitude. (3) Observe the use of 'reference words': it, one, other, these—though there are not many in this particular paragraph. (4) Observe the summarising function of the last sentence, useful in clinching the connectedness of the paragraph but not a device that is possible in many other kinds of paragraphs.

Today's Writing

See how well you can 'stitch' together a paragraph on a free-choice topic or one which begins with this topic sentence: 'Sport has a number of uses'. First, brainstorm 4-5 main 'uses'; second, write a first draft and polish it intensively, working the best possible connective words into it; third, rewrite it, making even smoother connections as you do so.

- (d) The night light from the smoke and the st remained.
- (e) Really, mu than just communic provides r even inter

Sentences Gone

1 Non-sentence

Change these

- (a) When win
- (b) (needs su
- (c) (needs a v

a road stra

Possession

Insert apostroph

a days outing
two days outing
a mans thoughts

Spelling

intrigue
rehabilitation
camouflage
ecstasy
invisibility
panel
pennant
who's/whose

Revision: A Sampling from Experience Writing

Good Sentences

By underlining or comment, indicate what makes these student sentences 'good':

1 Openers

- (a) For me, childhood started with my first memory.
- (b) Silence has now crept over this big and noisy household. No longer are people yelling, radios blaring, televisions dinning out their soap operas.

2 Closers

- (a) It was more than I could bear: I crept from the scene, defeated and humiliated.
- (b) This brilliant open-air concert was at an end; so great was its effect on me that as I left I hardly noticed the noisy crowd, the appalling litter, the sloshy mud that covered my shoes at every step.

- (c) Until it ended, childhood was bliss. Life was carefree because I did not have to face the worries of social, political and economic problems; and most of all, I did not have the problems that come with 'growing up'.

3 General

- (a) Mum and I set off for my first day at school, she somewhat apprehensive. I eager with excitement, so self-important, clutching a new school case which contained but one item, a 'packed lunch'.
- (b) The sand was white, the palms green, the rocks glistening with spray from the waves.
- (c) I was hoping for a brother as I already had a sister, and in my view one sister is quite enough.

Year 10

TOPIC

novel.

'TO KILL A MOCKINGBIRD'

by Harper Lee.

Aim

For students to read and understand the story, language used and the concepts of the novel.

OBJECTIVES

Reading

For students to:

- read the novel 'To Kill a Mockingbird' and understand the story, the vocabulary used and the American concepts.
- read aloud in class

Writing

For students to:

- write summaries on each chapter
- answer questions on sections of the novel
- draw a scene from descriptions given in the novel

Speaking/Listening

For students to:

- retell story in own words
- describe people and events from the novel
- discuss meaning of words used in the novel
- listen and comment on other students' opinions.

CONTENT / METHOD

Reading of novel
Teacher explanation of words and their meanings
Students to be encouraged to hypothesise about word meanings
Teacher explanation of concepts in novel eg.
Depression, American cotton fields, Negroes, missionary society etc.
Teacher demonstration of character outlining
Students to write own character outlines
Teacher demonstration of how to summarize a chapter in the novel
Students to discuss events in the chapters.
picking out main points
Continued reading of novel in class.
Students to retell events in a chapter in own words.
Students to write summaries for all chapters in the novel (part 1)
Teacher demonstration of how to sketch a scene in the novel from descriptions given
Students to draw own impressions of a scene from novel.
Work sheet to be given to students for part 2
Students to answer questions on novel.
Teacher explanation of questions
Students to discuss possible answers to questions
Teacher assistance to be given to individual students with this task.
Viewing of movie version of the novel
Students to write a film review.
Class discussion on the film to assist students
Students to select where changes have made in the movie version

SKILLS

Reading

Summarizing

Hypothesising

Sharing of ideas and thoughts

Recalling

Describing

Sentence writing

Pronunciation

Answering questions

EVALUATION

Evaluation of students understanding of the novel will occur by:

Observing students:

- input into discussions
- oral descriptions of people, places and events
- retelling of story in own words
- reading

Reading of students:

- written summaries
- sketching of scene
- worksheet
- film review

WORKSHEET

Part II.

XII

1) What do the children learn about life in the negro community through their visit to the negro church?

XIII

2) What do we learn about Maycomb and its inhabitants' past?

XIV

3) What bias does Aunt Alexandra show?

4) Why did Dill run away?

XV

5) How do the children, particularly Scout, rescue Atticus?

XVI

6) What odd things do we learn about more of Maycomb's people?

XVII

7) How are the Ewells contrasted with the negroes and their settlement?

8) What two vital pieces of evidence emerge during Atticus' cross-examination?

XVIII

9) What kind of person does Mayella Ewell emerge as? Is her evidence credible?

XIX

10) What is Tom Robinson's story?

11) What does Mr. Gilmer's questioning show Tom to be guilty of?

12) Why does Dill cry?

XX

13) What do we learn about Mr. Dolphus Raymond?

14) Outline Atticus' speech.

Why is it central to the novel as a whole?

XXI.

- 5) Describe the atmosphere in the courtroom.
- 6) Why do the jury reach the decision they do?
- 7) Why do the negroes stand?

XXII.

- 8) What does Miss Maudie mean when she says "we're making a step - it's just a baby-step, but it's a step." (p222)
- 9) Why does Dill want to be a clown?

XXIII.

- 10) What do the children learn about law and justice from Atticus?
- 11) What does Scout mean by the line, "Now, Tom, I think there's just one kind of folks. Folks." (p233)?

XXIV.

- 12) How are the Missionary Circle hypocritical?
- 13) What has happened to Tom Robinson?

XXV.

- 14) What effect does Tom's death have on Maycomb?

XXVI.

- 15) How does the lesson emphasize / highlight Maycomb's racial prejudice?

XXVII.

- 16) What strange things happen in October?

XXVIII.

- 17) What happens on the night of the 31st of October?

XIX.

- 18) Who does Scout meet? Describe him.

XX.

- 19) Is Heck Tate right? Why?

XXI.

- 20) What lesson does Scout finally learn?

PROCESS

WRITING

im

For students to gain confidence in reading,
writing, listening and speaking

OBJECTIVES

For students to:

- develop an enjoyment of writing
- develop the skills necessary to produce a good piece of writing
- read and share their stories with others
- give constructive advice to other students
- get a piece of writing to the publishing stage
- illustrate their piece of writing
- display their writing for others to see

SKILLS

- Selecting a topic
- Brainstorming
- Gathering information
- Writing leads
- Overcoming writers block.
- Sharing and getting feedback
- Giving details not generalisations
- Working a draft until the meaning is clear.
- Using correct punctuation and grammar
- Reading like a writer
 - Using other writers as a source for ideas
- Structuring and organising writing
- Hypothesing about outcomes from other stories
- Reading of stories to class
 - Accepting other ideas
 - Listening to other stories and giving constructive feedback.

CONTENT / METHOD

1. Organise Folder

- pictures for front
- topic list page + topics
- pocket for drafts

(NB) Teacher also to have folder

2. Ideas for writing

- First Column
- give out paper, divide into 3 columns, put date.
 - in first column write down all of the people you know or have something to do with - share.
- Second Column
- write all of the places you have ever been - share.
- Third Column
- write down all of the things/experiences that have happened in your life that were important to you - share.
 - circle any 5 - share. Why did you choose them? Show a friend, let them pick one of them
 - Write for 5 minutes on that topic - share with friend/group

3. Brainstorming for a Topic

- Give out paper, put date
- Talk about what you are going to write about (oral is very important here)
- Brainstorm some words on board for your topic - ask children for help.
- Look at topic list, everyone to pick a topic - share
- Brainstorm for 2-3 minutes - count up number of words and share.
- Write for 5 minutes on that topic - share.

4. (As lesson 3 perhaps without own topic as example)

5. Choosing a piece of writing to continue

- look back at the 3 pieces of writing you have written and choose one that you would like to continue (if none you must start a new piece of writing)
- Explain what publishing/editing is. - Show an example
- Explain all the steps to writing
- Continue with story - this could take 3 or more periods to get the story up to publishing stage.

* Need to decide how writing is to be published

- individual booklets
- group book.
- Handwritten, typed, computer.

The students will learn how to:

- | Alma | Mario | Wade | Danny | Michelle |
|------|-------|------|-------|----------|
| ✓ | ✓ | ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ | ✓ | ✓ |

Questions to ask in a Conference Situation

Choose questions appropriate to each occasion

Tell me about your piece of writing

Which part do you like best? Why?

Can you tell me more about it?

Is any part not clear to you?

Do you have enough information?

Do you have too much information?

How did you feel when this happened?

Did you write your feelings?

Why did you choose this subject to write about?

What did you learn from this piece of writing?

What do you intend to do with your next draft?

What surprised you in your writing of this draft?

How does it sound to you when you read it aloud?

Is this piece of writing important to you?

Why is it important to you?

How does this piece compare with pieces you have written before? Why?

What kind of changes have you made since your previous draft?

Underline the parts that tell what your piece of writing is really about

Circle the part that is the most exciting

What do you think you can do to make this piece better?

What problems did you have when you were writing this piece?

What problems do you think you might have when you are writing your next draft?

What is the most important thing you are saying?

Which part are you so pleased with that you would like to develop it further?

How do you feel about the story?

Tell me what you like/don't like about it?

Are you happy with the beginning and ending?

Explain how your title fits your story

Which are your action words?

Do you need to add more action words?

What do you need help with?

What questions did your conference partner ask you?

Where is this piece of writing taking you?

Can you think of another way of saying this?

Does your beginning grab the attention of the reader?

What do you think might have happened if

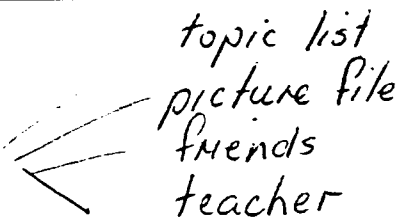
Why did that happen?

What questions do you have of me?

12 STEPS TO BECOMING A BETTER WRITER

Step 1

CHOOSE A TOPIC

IDEAS 

Step 2

WRITE A DRAFT

Brainstorm

Get down as much as possible

Don't worry too much about spelling

Step 3

WILL YOU EDIT

If you like the story, move ahead
If not, go back to Step 1

Step 4

FIRST EDIT

Read the story to yourself - How does it sound?
How can it be improved?
Is there enough detail?
Do this, then read again. Is it better?

Step 5

GET A READER'S OPINION

Ask someone to read your story. Listen to opinions.
Try to improve your writing again.

Step 6

ASK FOR A CONFERENCE

You are now ready to talk to your teacher about your work

Step 7

CONFERENCE

Your teacher will ask you questions about your piece.

What is it about?

What part do you like best?

What needs changing?

What do you need to add?

Step 8

MAIN EDIT

Try to improve your story in every way possible.
You may need to write a second draft. (this is not a recopy)

Step 9

CONFERENCE AGAIN

How is your story now?

Is it the best you can do?

Does it all make sense?

If yes, move ahead - if no, go back to Step 8

Step 10

POLISHING UP

Is everything done?

Check

meaning
detail
spelling
punctuation
etc.

Show your teacher.